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ABSTRACT

This resource guide supplements catalog information on graduate programs in Family Studies. It also aids students in formulating their own program evaluation criteria. The guide summarizes the prospects for university Family Studies departments. Program descriptions cover four points: size and resources; admissions and requirements; theoretical and professional orientation; and faculty names and professional interests. Student survey results for each of the 51 American and Canadian programs are tabulated. This guide indicates how to obtain further information directly from each school. (LJS)

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STUDENT PERSPECTIVES
A RESOURCE GUIDE
FOR GRADUATE PROGRAMS
IN FAMILY STUDIES

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National Council on Family Relations

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Spring 197
Third Edition

Charles R. Figley
Barbara R. Francis

Because Student Perspectives has been offset directly from copy supplied by institutions, some uneveness of type will be noted.

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INTRODUCTION

This booklet, intended for the use of students interested in graduate programs in families studies provides information on departments in nearly 50 universities in the United States and Canada. We have gathered facts and opinions from several different sources.

A detailed questionnaire was sent to the administrators of the various programs. Through their cooperation, we think we have obtained up-to-date materials on departmental size and resources, admissions and requirements, theoretical and professional orientation, faculty research and teaching interests. We have included a brief overview on the ranges of responses reported across schools. Hopefully, this will help you to make your own evaluations.

By tradition, this booklet has concentrated most heavily on student perspectives. In this third edition we have attempted to systematize both the questions asked and the sources for our respondents. Although we have lost some of the richness of detail that accompanies less structured descriptions, we hoped to provide you with a shared set of criteria to use in assessing these various and diverse programs.

We have provided a brief review of some of the trends noted in students opinions throughout all of the programs contacted. We did not attempt any further statistical analysis of the results, however. Because of the marked variations in response rates and the difficulty in assessing the representativeness of the sample, we preferred to present our results in the simplest and most straightforward fashion. These are summarized in Appendices A and C.

We hope you will appreciate the breadth of the areas covered in this edition. Questions were included on many issues which we suspected you might find difficult to ask while interviewing in a department. Students were asked to comment on the quality of student-faculty interaction, department morale, "busywork" on assistantships, desk space, job opportunities for spouses and much more.

Whether you view your graduate experience as a positive one can depend on diverse sorts of day-to-day matters. Hopefully, the perspectives of insiders will help you anticipate problems on areas you should be sure to explore before accepting an offer.

How to Use This Booklet

Our intention was not only to provide you with up-to-date information. We felt that the issues which we've raised in our surveys would provide you with some insights into the ways in which students come to evaluate their own programs. As you narrow your choice of schools down, it is most important that you contact the programs directly. Our information was

gathered in the spring of 1975. Since then, many changes have taken place in many departments' offerings, resources, and requirements. What we provide is a preliminary guide through the many different types of programs in Family Studies.

We should also stress that inclusion in this volume does not imply approval by the National Council on Family Relations. Our aim is not to provide a formal evaluation of each program. Rather, we offer some background resource material to help you make your own assessments.

Our thanks to the many administrators and students who took the time to complete the questionnaire. Special thanks go to the Student Task Force of Graduate Programs which helped plan and construct the instrument and conduct the data analysis.

We wish you well in your search for an exciting program to meet your special needs. We welcome new members into the field of Family Studies. Be sure to keep your professional ties developing by joining us in the National Council on Family Relations Meetings. Our student membership is rising every year.

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Student and Young Professional Representatives
1973-75

ADMINISTRATORS' QUESTIONNAIRE: PROSPECTS AND PURPOSE

Purpose

University catalogues are notoriously out of date in descriptions of current departmental policies and regulations. Yet, the incoming student is often forced to make decisions on graduate programs on the basis of such incomplete information. In this section, we hope to offer some additional information which may help you to make a wise choice for graduate study. We intended to provide you with the most detailed and timely information available on Family Studies Programs in the United States and Canada. We hope this will allow you to make relative comparisons across programs. Bear in mind, however, that many changes in the economy have occurred since most schools replied last spring, 1975. As you narrow down your choices, you should be sure to check with program administrators personally, regarding the current situation.

Procedures

With the assistance of the National Council on Family Relations, fifty programs in the United States and Canada were identified as offering graduate training in Family Studies. For purposes of consistency, we limited our sample to programs actually containing the word "Family" in their title. As we note elsewhere, there are, of course, many other departments which offer majors or minors in the family area. Although they vary considerably in their perspectives, students of the family can be found in Departments of Sociology, Anthropology, Demography, Social Work, and Counseling Psychology. We have focussed our attention, then, on a relatively small portion of the possible programs of study.

We have included in our appendix the addresses of the fifty schools which were contacted. Despite the fact that they were surveyed at a particularly hectic time of year (spring 1975), most of the schools replied, thirty-seven in all. We should also note that we did hear from students at some of the schools in which we did not hear from administrators and vice versa, so you should check both sections.

We have also provided the original questionnaire in the appendix. The information reported here is a summary of a larger body of data. Although we could not include the answers to all of the questions, you might find the issues which we identified as helpful to you in preparing for an interview with a department.

An Overview of the Programs

Departments vary considerably in their size, resources, and academic goals, consequently generalizations are difficult to make. We will here, briefly summarize a few findings which may help you to compare the merits of one program against another.

Although departments as a whole ranged tremendously in size, it was important to note the actual number of faculty specializing in the Family Studies area. Most averaged about five but they varied from one to twenty. At large universities, there may also be many resources outside of your immediate department.

Programs also showed considerable differences in the faculty-student ratio. Some departments were currently supervising up to 100 students while others had less than twenty. Equally important, as a clue to the orientation of the department, is the relative distribution of students working for their Masters and their Ph.D.

The funding picture looked consistently gloomy in most of the schools reporting. Fellowships and traineeships were certainly the most difficult to come by, with an average of four reported as available in each program. Assistantships were somewhat more promising with a few departments reporting up to thirty-three different positions. The average, however, was about nine. The methods of calculating stipends were sufficiently complex that comparisons were nearly impossible to make. We would urge you to check on the number of hours involved per week, number of months available, possible tax waivers, tuition remissions and any additional fringe benefits granted to assistants.

The admission situation is a little more hopeful. On the average, more than half of those students applying to the various programs were ultimately accepted. Most of those admitted had a grade point average of 3.0 or better. We have provided Graduate Record Examination averages reported by the individual schools elsewhere. One additional promising note concerned the placement of graduates of the programs. Much to our surprise, given the state of the economy, the administrators reported that 95% of the students in both Masters and Doctoral programs had obtained appropriate positions upon completion of their training. We hope to see this trend continue.

Finally, we have included a list of faculty and their special interests for most of the departments. Many of the administrators pointed out that students often worked with faculty outside of the program as well. Remember that this has been a period of high educational turnover. Be sure to obtain up-to-date information before choosing a program on the basis of only one individual. Good luck!

NCFR PROGRAM DESCRIPTION

University: University of Alberta

Program: Family Studies, School of Household Economics

Administrator's Name: Doris R. Badir

Address: 801 General Services Bldg., Edmonton, Alberta, Canada

Size and Resources

Total number of graduate faculty 5 Faculty in F.S. 5

Number of students:	Total Department	F.S. Program
Masters	40	24
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/5 Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships ____ Assistantships ____

Research assistantships: 3 full time 12 hrs./wk.

Teaching assistantships: 2 full time 12 hrs./wk.

Other benefits: tuition remission ____ parking ____ secretarial x
library privileges ____ office x $ for meetings x
office supplies x phone x other ____

Graduate course offerings: total department ____ total FS in department 11 total FS outside 44

University enrollment 19,000 Population of city/town 500,000

B. Admission and Requirements

Admission deadlines Fall - 6/1
Spring - 2/15 Winter - 11/15

Admission statistics: # applied 1974-75 20 admitted 8

Minimum GRE/GPA: verbal ____ quantitative ____ total ____
G.P.A. MA 6.0 none ____ other ____

Tuition & fees: State resident N/A nonresident N/A $500-700/MA Program

Credit hours required for: masters 18 doctorate ____

Required courses:		MA	Ph.D.
	statistics/methods	x	
	foreign language		x

Withdrawals or dimissals: 0 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: M. Sc. (Family Studies)

Areas of FS grad courses: Family Life Ed.; Family Crisis; Research Methodology and Theory; Sexuality, Consumer Problems; Family and Handicapped Child.

Course work -- % in each area: Programs are individually designed

family theory	_____	dating & mating	_____	aging/lifespan	_____
child development	_____	parenthood	_____	other	_____
counseling/intervention	_____	cross-cultural	_____		

Close affiliations with other programs?: psychology or sociology, law school, medical school, educational psychology

Department's orientation: functional x instructional _____ research _____

What % of faculty: a) presented papers at conventions last year? 80%

b) consulted in program planning or other? 80-100%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 50 % research _____ % teaching research _____ %

Counseling/intervention 50 % administration _____ %

D. Faculty in F.S. and Professional Interests

Dianne K. Kieren, Ph D. - Family roles, problem solving, and family life education

Doris R. Badir MSc.(Econ) - Family roles, decision-making

Jason Montgomery, Ph.D. - Family crisis, alternate life styles

Madanjit Paul, Ed.D. - Family and Handicapped Child, Work & Leisure and the family

Wesley J. Adams, Ph.D. - Human Sexuality, Marital counseling

NCFR PROGRAM DESCRIPTION

University: University of Arizona

Program: Child Development and Family Relations

Administrator's Name: Victor A. Christopherson

Address: Tucson, Arizona

Size and Resources

Total number of graduate faculty 4 Faculty in F.S. 6

Number of students:	Total Department	F.S. Program
Masters	30	
Doctoral	4 (minor area other fields)	
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/5 Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships 7
Assistantships 7

Research assistantships: 7-1/4 time, Stipend per 9 mos. 4; 12 mos. 3
This might be reduced to 4 next year

Teaching assistantships:
4 - 1/4 time Stipend per 9 mos. 2000

Other benefits: tuition remission out of state only; parking ____; secretarial x some
library privileges X; office X; $ for meetings ____
office supplies X; phone some; other ____

Graduate course offerings: total department 16; total FS in department 16; total FS outside 30

University enrollment 30,000 Population of city/town 350,000

B. Admission and Requirements

Admission deadlines
Late spring; middle fall, middle spring.

Admission statistics: # applied 1974-75 15 admitted 13

Minimum GRE/GPA: verbal ____ quantitative ____ total ____
G.P.A. ____ none ____ other ____
We use the GRE but use it for guidance, not admission

Tuition & fees: State resident $205.50 nonresident $445.00

Credit hours required for: masters 30 + thesis doctorate ____

Required courses:		MA	Ph.D.
	statistics/methods	Yes	Yes
	foreign language	no	no

Withdrawals or dimissals: _____ % each year very few at grad level

C. Theoretical and Professional Orientation

Types of degrees offered: MS

Areas of MS grad courses: Ch. Dev., Early Childhood Ed., Family, Socialization, Research

Course work -- % in each area:

family theory	20%	dating & mating	5%	aging/lifespan	
child development	30%	parenthood		other	15 Soc-Psych, Anthro, etc.
counseling/intervention	20%	cross-cultural	10%		

Close affiliations with other programs?:
Yes with other family programs; with psychology or sociology departments; medical school affiliations Counseling and Guidance.

Department's orientation: functional ___ instructional X research X

What % of faculty: a) presented papers at conventions last year? 40%
b) consulted in program planning or other? 60-79%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 40% % research _____ % teaching research _____ %
Counseling/intervention 40 % administration _____ %

D. Faculty in F.S. and Professional Interests

V.A. Christopherson: Family, Socialization, Rural Soc.
B.J. Kearns: Early Childhood, Indian and Mex. - Am. Socialization, Women's Studies
Jim Hine: Marriage and Family, Marriage Counseling
Rich Smith: Child Dev., Research Methodology, Computors
June Hamblin: Creativity, Sex Roles
Jan Osburn: Early Childhood Ed.
Charles Martin: Extension, CDFR

NCFR PROGRAM DESCRIPTION

University: Auburn University

Program: Family and Child Development

Administrator's Name: Dr. John Touliatos

Address: Auburn, AL 36830

Size and Resources

Total number of graduate faculty 7 Faculty in F.S. 5

Number of students:	Total Department	F.S. Program
Masters	22	15
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/4 Ph.D. 1/4

Number of grads funded in F.S.: Fellowship/traineeships 2
Assistantships 8

Research assistantships: none

Teaching assistantships: 8 1/3 time Stipend per 9 mos. $2500+

Other benefits: tuition remission ____ parking ____ secretarial x
library privileges X office X $ for meetings ____
office supplies ____ phone x other ____

Graduate course offerings: total department 20 total FS in department 28 total FS outside 5

University enrollment 15,500 Population of city/town 25,000

B. Admission and Requirements

Admission deadlines
August 15; December 1; Feb. 25; May 15

Admission statistics: # applied 1974-75 14 admitted 6

Minimum GRE/GPA: verbal ____ quantitative ____ total ____
G.P.A. ____ none ____ other ____
formula including grade point average used

Tuition & fees: State resident 185.00 nonresident 185.00 per quarter

Credit hours required for: masters 48 doctorate ____

Required courses:	MA	Ph.D.
statistics/methods	X	X
foreign language	none	

Withdrawals or dimissals: 20 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.S. (thesis option only); M.Z.C.T.

Areas of FS grad courses: Marriage & Family counseling, human sexual behavior, family psychopathology, family relations, family economics, parent-child relations, parent education

Course work -- % in each area:

family theory	30	dating & mating		aging/lifespan	
child development	10	parenthood	20	other personality theory	10%
counseling/intervention	30	cross-cultural			

Close affiliations with other programs?:
Counselor education, special education, elementary education.

Department's orientation: functional ___ instructional ___ research ___ no answer

What % of faculty: a) presented papers at conventions last year? 40
b) consulted in program planning or other? 0-58%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 20 % research ___ % teaching research 10 %
Counseling/intervention 65 % administration 5 %

D. Faculty in F.S. and Professional Interests

Norma Hodson, Ph.D. (Marriage and family counseling family interaction)
Paul Crouch, Ed.D. (Counseling and Psychotherapy)
Thomas Chase, M.D. (human sexuality)
Don Christenson, Ph.D. (Marr. and fam. couns., Fam. psychopathology)
Gary Hatch, Ph.D. (marriage and family counseling, mate selection and marital interaction)
Byron Lindholm, Ph.D. (parent-child relations, parent education)
Sherman Hanna, Ph.D. (family economics)
John Touliatos, Ed.D. (parent-child relations, family influences on child mental health)
Linda Scarth, Ed.D. (Family influences on children's development)

NCFR PROGRAM DESCRIPTION

University: Brigham Young University

Program: M.S. in Child Development; M.S. in Family Relationships; M.S. in Family Life Education; M.S. in Early Childhood Ed., M.S. in Marriage and Family Counseling; Ph.D. in MFC, Ph.D. in Family Studies (coop. with Soc. Dept.)

Administrator's Name: J. Joel Moss

Address: Provo, Utah 84602

Size and Resources

Total number of graduate faculty 19 Faculty in F.S. 8

Number of students:	Total Department	F.S. Program
Masters	61	0
Doctoral	34	16
Post-doctoral	0	0

Faculty-grad student ratio (approx.): MA 1/4 Ph.D. 1/2

Number of grads funded in F.S.: Fellowship/traineeships 5 - supplementary awards tuition only
Assistantships 26

Research assistantships:
5 1/4 time Stipend per 8 mos. $1600 12 mos. $2000

Teaching assistantships: Stipend per 8 mos. 1/2 of 1/2 time
38-40 1/2 time Stipend per 8 mos. $2720 to $33400

Other benefits: tuition remission ____ parking ____ secretarial X (if teaching)
library privileges X office X $ for meetings ____
office supplies ____ phone X other ____

Graduate course offerings: total department 34 total FS in department 34 total FS outside ____

University enrollment 25,000 Population of city/town ____

B. Admission and Requirements

Admission deadlines
Fall - March 1 - considering applicants in March for summer

Admission statistics: # applied 1974-75 81 admitted 31

Minimum GRE/GPA: verbal ____ quantitative ____ total ____
M.A. & Ph.D. G.P.A. 3.0 none ____ other ____
Occasional at 2.75

Tuition & fees: State resident $350/sem. nonresident $520/semester

Credit hours required for: masters 30 doctorate 1 yr. residence

Required courses:		MA	Ph.D.
	statistics/methods	yes	yes
	foreign language	no	yes

Withdrawals or dimissals: 2-3 % each year

C. Theoretical and Professional Orientation

Types of degrees offered:

M.S., Ph.D.

Areas of FS grad courses: Fam. sociology, marriage & fam. therapy, family life education Early childhood education, Family interaction processes, Family theory construction, Family measurement.

Course work -- % in each area:

Varies with program emphasis

family theory	____	dating & mating	____	aging/lifespan	____
child development	____	parenthood	____	other	____
counseling/intervention	____	cross-cultural	____		

Close affiliations with other programs?:

With psychology or sociology departments

Department's orientation: functional X instructional X research X

What % of faculty: a) presented papers at conventions last year? 40%

b) consulted in program planning or other? 60-79%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 35 % research 5 % teaching research 20 %

Counseling/intervention 35 % administration 5 %

D. Faculty in F.S. and Professional Interests

K. Cannon - Marriage, adolescent sexual behavior
E. Knowles - Family, community agencies and family
J. Moss - Family life education, Adolescent sexual behavior, Husband/wife commhnication Marital interaction
B. Rollins - parent/child relationships, research methodology, Power in the families.
S. Bahr - Marital Roles, Family relationships, Power in the marital dyad, Employed mother.
D. Thomas - Power in families, Role relationships, Symbolic interaction, Social system
W. Burr - Theory construction, symbolic interaction, family life education, progrsm development and eval.
T. Olson - Fam. life education, Fam. intervention, Fam. structure and personality, Socialization, Family values.

NCFR PROGRAM DESCRIPTION

University: Colorado State University

Program: Department of Child Development and Family Relationships

Administrator's Name: D. Bruce Gardner

Address: Fort Collins, Colorado 80523

Size and Resources

Total number of graduate faculty 10 Faculty in F.S. 3

Number of students:	Total Department	F.S. Program
Masters	17	6
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/5 Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships _____
Assistantships _____

Research assistantships:

Teaching assistantships:

Other benefits: tuition remission x parking _____ secretarial x
library privileges x office x $ for meetings _____
office supplies _____ phone x other _____

Graduate course offerings: total department 19 total FS in department 8 total FS outside 6

University enrollment 16,000 Population of city/town 50,000

B. Admission and Requirements

Admission deadlines Fall - 3/31

Admission statistics: # applied 1974-75 35-40 admitted 10

Minimum GRE/GPA: verbal _____ quantitative _____ total _____
G.P.A. 3.0/4.0 MA. none _____ other _____

Tuition & fees: State resident 203 nonresident 638

Credit hours required for: masters 45 doctorate _____

		MA	Ph.D.
Required courses:	statistics/methods	x	
	foreign language		

Withdrawals or dimissals: _____ % each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.S., M.H. Ec.

Areas of FS grad courses: General

Course work -- % in each area:

family theory	20	dating & mating	20	aging/lifespan	10
child development	10	parenthood	10	other	_____
counseling/intervention	10	cross-cultural	20		

Close affiliations with other programs?: None at present time

Department's orientation: functional ___ instructional x research ___

What % of faculty: a) presented papers at conventions last year? 20

b) consulted in program planning or other? 40-59

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 60 % research _____ % teaching research _____ %

Counseling/intervention 40 % administration _____ %

D. Faculty in F.S. and Professional Interests

B. Jacobsen - Research Design

J. Turner - Theory, Counseling, Aging

G. Phelan - Family Life Education

NCFR PROGRAM DESCRIPTION

University: University of Connecticut

Program: Department of Child Development and Family Relations

Administrator's Name: Dr. Robert G. Ryder, Department Head

Address: Storrs, Connecticut 06269

Size and Resources

Total number of graduate faculty 9 Faculty in F.S. 5

Number of students:	Total Department	F.S. Program
Masters	77	?
Doctoral	10	10
Post-doctoral		

Faculty-grad student ratio (approx.): 1-~~5~~ greater than 7 (M.A.) Ph.D. 1-greater than 7

Number of grads funded in F.S.: Fellowship/traineeships 0; Assistantships 7

Research assistantships: 1/4 time; 1-3/4 time 15 hrs. per week.

Teaching assistantships: 5-3/4 time Stipend $2,880

Other benefits: tuition remission ____ parking x ____ secretarial x ____
library privileges ____ office x ____ $ for meetings ____
office supplies ____ phone x ____ other ____

Graduate course offerings: total department 18 total FS in department 15 total FS outside 4?

University enrollment 24,666 Population of city/town 15,000

B. Admission and Requirements

Admission deadlines

March 15

Admission statistics: # applied 1974-75 114 admitted 40
40 to grad

Minimum GRE/GPA: no verbal ____ quantitative ____ total ____
G.P.A. ____ none ____ other ____

Tuition & fees: State resident 375.10 per sem. nonresident $628.20 per sem.

Credit hours required for: masters 24 w/ major paper
15 w/ thesis doctorate 20-24 beyond masters

		MA	Ph.D.
Required courses:	statistics/methods	yes	yes
	foreign language	no	no

Withdrawals or dimissals: 10 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.A., Child Dev. & Family Relations
Ph.D., Family Life

Areas of FS grad courses:
Sexuality, marriage counseling, family system theory, family roles, family in life cycle perspective.

Course work -- % in each area: "Impossible to answer - much overlapping"

family theory _____ dating & mating _____ aging/lifespan _____

child development _____ parenthood _____ other _____

counseling/intervention _____ cross-cultural _____

Close affiliations with other programs?:
Psychology or sociology depts., Medical school, social work, anthropology

Department's orientation: functional ___ instructional _____ research _____

What % of faculty: a) presented papers at conventions last year? 38
b) consulted in program planning or other ? 20-39%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching _____ % research _____ % teaching research _____ %

Counseling/intervention X % administration _____ %

D. Faculty in F.S. and Professional Interests

F. Humphrey - sexuality, marriage counseling
L. Lang - family system theory
G. Nass - family roles
L. E. Thomas - Family in life cycle perspective
R. Ryder - Intimacy patterns

NCFR PROGRAM DESCRIPTION

University: Colgate Rochester Divinity School

Program: Graduate Study Program in Family Ministries

Administrator's Name: Professor J. C. Wynn

Address: 1100 South Goodman Street, Rochester, New York 14620

Size and Resources

Total number of graduate faculty 6 Faculty in F.S. 15

Number of students:	Total Department	F.S. Program
Masters	_____	2
Doctoral	_____	13
Post-doctoral	_____	_____

Faculty-grad student ratio (approx.): MA 1/7 Ph.D. 1/5

Number of grads funded in F.S.: Fellowship/traineeships _____ Assistantships _____

Research assistantships:

Teaching assistantships:

Other benefits: tuition remission _____ parking _____ secretarial _____
library privileges _____ office _____ $ for meetings _____
office supplies _____ phone _____ other _____

Graduate course offerings: total department over 20 total FS in department 14 total FS outside numerous

University enrollment 200 Population of city/town 300,000

B. Admission and Requirements

Admission deadlines Fall 5/30

Admission statistics: # applied 1974-75 _____ admitted _____
Some of this is irrelevant to Theoretical Seminary

Minimum GRE/GPA: verbal _____ quantitative _____ total _____
G.P.A. _____ none _____ other _____

Tuition & fees: State resident _____ nonresident 2,000

Credit hours required for: masters _____ doctorate 40 + M.Div. Degree

	MA	Ph.D.
Required courses: statistics/methods		x
foreign language		

Withdrawals or dimissals: Maybe 10 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: D. Min. M.A. M.Th.

Areas of FS grad courses: Social Psych. Counseling

Course work -- % in each area:

family theory	10	dating & mating	10	aging/lifespan	
child development	10	parenthood	10	other	10
counseling/intervention	50	cross-cultural			

Close affiliations with other programs?:
Family Programs: psychology or socilogy depts.; medical schools

Department's orientation: functional ___ instructional x research ____

What % of faculty: a) presented papers at conventions last year? 40
b) consulted in program planning or other? 80-100

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching ____ % research ____ % teaching research ____ %

Counseling/intervention 90 % administration ____ %

D. Faculty in F.S. and Professional Interests

James B. Asnbrook, Psychology

Education E. Thornton, Psychology

Albert Meiburg, Psychology

Kenneth Cauthen, Methodology

Erna Bowman, Counseling

Paul McVey, Family Life Edcn

J. C. Wynn, Family Studies

NCFR PROGRAM DESCRIPTION

University: Teachers College - Columbia University

Program: Family and Community Relations

Administrator's Name: Hewe Varenne

Address: New York, New York 10025

Size and Resources

Total number of graduate faculty 3 Faculty in F.S. 3

Number of students:	Total Department	F.S. Program
Masters	25	90
Doctoral	25	90
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/5 Ph.D. 1/7+

Number of grads funded in F.S.: Fellowship/traineeships 10 Assistantships

Research assistantships: 1-1/4 2-1/2 9 mos.

Teaching assistantships:

Other benefits: tuition remission x parking secretarial
library privileges office x $ for meetings
office supplies phone x other

Graduate course offerings: total department 21 total FS in department 11 total FS outside 10

University enrollment 5,000 Population of city/town 8 million

B. Admission and Requirements

Admission deadlines

Admission statistics: # applied 1974-75 30 admitted 24

Minimum GRE/GPA: verbal quantitative total
G.P.A. none other

Tuition & fees: State resident 117/pt. nonresident
full load 15 pts.

Credit hours required for: masters 32 doctorate 90

		MA	Ph.D.
Required courses:	statistics/methods		
	foreign language		x

Withdrawals or dimissals: 10 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.A. M.Ed. Ed.D

Areas of FS grad courses:

Course work -- % in each area:

family theory	20	dating & mating	0	aging/lifespan	10
child development	10	parenthood	20	other	10
counseling/intervention	10	cross-cultural	20		

Close affiliations with other programs?: with psychology or sociology depts.

Department's orientation: functional ___ instructional ___ research x

What % of faculty: a) presented papers at conventions last year? 60

b) consulted in program planning or other? 20-39

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 30 % research 20 % teaching research 10 %

Counseling/intervention 10 % administration 30 %

D. Faculty in F.S. and Professional Interests

Hope Leichter, Educative styles, Network analysis

Paul Vahanian, Family counseling, Parent education

Paul Byers, Communication

Hewe Varenne, Ideology

Peter Moock, Economics

NCFR PROGRAM DESCRIPTION

University: Cornell University - Department of Human Development and Family Studies

Program: Family Studies

Administrator's Name: Dr. John Hill

Address: Ithaca, New York 14853

Size and Resources

Total number of graduate faculty 23 Faculty in F.S. 3

Number of students:	Total Department	F.S. Program
Masters	3	
Doctoral	55	8
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/2 Ph.D. 1/2

Number of grads funded in F.S.: Fellowship/traineeships 3
Assistantships 5

Research assistantships: 15 hrs./wk 9 mos. 2800

Teaching assistantships: 12 - 1/3 9 mos. 2800

Other benefits: tuition remission x parking ____ secretarial ____
library privileges x office x $ for meetings ____
office supplies x phone x other x*

*meetings only if presenting; coffee - social activities

Graduate course offerings: total department ____ total FS in department ____ total FS outside ____

University enrollment 16,000 University 1100 in Hum Ec. 4000 Cornell Grad School Population of city/town 32,000

B. Admission and Requirements

Admission deadlines Fall 2/15

Admission statistics: # applied 1974-75 220 admitted 16

Minimum GRE/GPA: verbal 500 MA quantitative 600 MA total ____
G.P.A. ____ none ____ other ____

Tuition & fees: State resident 1800/yr nonresident 1800/yr

Credit hours required for: masters ____ doctorate ____ 2 residence credits - Students must complete 2 plus thesis

Required courses:		MA	Ph.D.
	statistics/methods	x	x
	foreign language		

Withdrawals or dimissals: 5 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.S. Ph.D. M.A.

Areas of FS grad courses: The area is covered broadly in formal courses - specifically in directed study

Course work -- % in each area:

family theory _____	dating & mating _____	aging/lifespan _____
child development _____	parenthood _____	other _____
counseling/intervention _____	cross-cultural _____	

Close affiliations with other programs?: informal family programs, psychology or sociology, law school, medical school and social work

Department's orientation: functional 30 instructional 40 research 50

What % of faculty: a) presented papers at conventions last year? 60-80
b) consulted in program planning or other? 40-59

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 20 % research 20 % teaching research 30 %
Counseling/intervention 30 % administration _____ %

D. Faculty in F.S. and Professional Interests

Ed Devereux - socialization, crosscultural studies

H. Feldman - family in contemporary forms, adult roles

B. Richardson - culture and personality, sex roles, socialization

NCFR PROGRAM DESCRIPTION

University: East Carolina University

Program: Master of Science Degree, Major-Child Development and Family Relations

Administrator's Name: Nash W. Love, Jr., Ph.D. Chairman-Department of Child Development and Family Relations

Address: P.O. Box 2743, School of Home Economics, Greenville, N.C. 27834

Size and Resources

Total number of graduate faculty 5 Faculty in F.S. 5

Number of students:	Total Department	F.S. Program
Masters	40	40
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/7 Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships 5
Assistantships 5

Research assistantships:

Teaching assistantships: 1 1/4 9mos $1500 4 1/2 9 mos. 2200

Other benefits: tuition remission ____ parking ____ secretarial ____
library privileges ____ office x $ for meetings ____
office supplies x phone ____ other x *

Graduate course offerings: total department 13 Status of "Staff Member" accorded those holding assistantships: total FS in department 6 total FS outside 15

University enrollment 11,500 Population of city/town 40,000

B. Admission and Requirements

Admission deadlines fall - 8/14 spring - 2/4 winter - 11/4
summer - two weeks before registration

Admission statistics: # applied 1974-75 60 admitted 40

Minimum GRE/GPA: verbal ____ quantitative ____ total 850 MA
G.P.A. 2.5 MA none ____ other ____

Tuition & fees: State resident 272 nonresident 788

Credit hours required for: masters 45 doctorate ____

Required courses:		MA	Ph.D.
	statistics/methods	X	
	foreign language		X

Withdrawals or dimissals: 5 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: Masters of Science

Areas of FS grad courses: Family Life Education, Parent Education, Human Development, Families of Exceptional Children, Marriage and Family Counseling

Course work -- % in each area:

family theory	10	dating & mating	5	aging/lifespan	
child development	20	parenthood	15	other	Research and Practicum 15
counseling/intervention	30	cross-cultural	5		

Close affiliations with other programs?: with other family programs; with psychology or sociology departments, medical school affiliations; social work; mental health centers, developmental evaluation clinics, programs for exceptional children.

Department's orientation: functional x instructional ____ research ____

What % of faculty: a) presented papers at conventions last year? 20

b) consulted in program planning or other? 60-79

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 25 % research ____ % teaching research ____ %

Counseling/intervention 60 % administration 15 %

D. Faculty in F.S. and Professional Interests

Dr. Nash W. Love, Jr. - Marriage and Family Counseling
Dr. Edward Markowski - Families of Exceptional Children and Parent Education
Dr. Jannis Shea - Human Development and Family Relations
Dr. Thelma T. Pearson - Preschool Child
Miss. Ruth Lambie - Family Life Education

NCFR PROGRAM DESCRIPTION

University: Florida State University

Program: Interdivisional Doctoral Program in Marriage and the Family

Administrator's Name: Leland J. Axelson, Ph.D.

Address: 575 Bellamy Building, Tallahassee, Florida 32306

Size and Resources

Total number of graduate faculty * Faculty in F.S. 9

Program is interdepartmental about 15 strongly associated

Number of students:	Total Department	F.S. Program
Masters		
Doctoral		25 including those writing dissertation off campus
Post-doctoral		
Faculty-grad student ratio (approx.):	MA 1/4	Ph.D. 1/4

Number of grads funded in F.S.: Fellowship/traineeships 5 @ $3000/academic year

Assistantships 5 @ $3000/academic year

Research assistantships: 4 1/2 time 9mos.

Teaching assistantships:

Other benefits: tuition remission ____ parking ____ secretarial ____
library privileges ____ office ____ $ for meetings ____
office supplies ____ phone ____ other x*

Out-of-state tuitions waived, office space

Graduate course offerings: total department 45 total FS in department 20 total FS outside ____

University enrollment 22,000 Population of city/town 100,000

B. Admission and Requirements

Admission deadlines Fall - 8/15 spring - 2/21 Winter - 12/1 summer 5/15

Admission statistics: # applied 1974-75 25 admitted 10

Minimum GRE/GPA: verbal ____ quantitative ____ total 1000 Ph.D.
G.P.A. 3.0 Ph.D. none ____ other ____

Tuition & fees: State resident 16.50 nonresident 40.50

Credit hours required for: masters ____ doctorate ____

	MA	Ph.D.
Required courses: statistics/methods		x
foreign language		

Withdrawals or dimissals: 20 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: Ph.D.

Areas of FS grad courses: All areas

Course work -- % in each area:

family theory _____ dating & mating _____ aging/lifespan _____

child development _____ parenthood _____ other _____

counseling/intervention _____ cross-cultural _____

Close affiliations with other programs?: family programs, psychology or sociology depts.

Department's orientation: functional x instructional _____ research _____

What % of faculty: a) presented papers at conventions last year? 80

b) consulted in program planning or other? 20-39

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 20 % research _____ % teaching research 10 %

Counseling/intervention 70 % administration _____ %

D. Faculty in F.S. and Professional Interests

NCFR PROGRAM DESCRIPTION

University: School of Home Economics, University of Georgia

Program: Department of Child and Family Development

Administrator's Name: Elizabeth T. Sheerer, Head

Address: Athens, Georgia 30602

Size and Resources

Total number of graduate faculty 19 1/4 Faculty in F.S. 5

Number of students:	Total Department	F.S. Program
Masters	32	8
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/2 Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships none

Assistantships

Research assistantships: 2 1/3 time
2 1/2 time

Teaching assistantships: 7 1/3 time

Other benefits: tuition remission ____ parking ____ secretarial ____
library privileges ____ office X $ for meetings ____
office supplies ____ phone X other waiver of out-of state ~~fees~~

Graduate course offerings: total department 24 total FS in department 17 total FS outside 2

University enrollment 700 Population of city/town 50,000

B. Admission and Requirements

Admission deadlines August 15 May 9

Admission statistics: # applied 1974-75 41 MA admitted 30 Grad 30

Minimum GRE/GPA: verbal ____ quantitative ____ total 1,000
G.P.A. 3.0 none ____ other ____
on a 4.0 scale

Tuition & fees: State resident 193.00 nonresident 481.00

Credit hours required for: masters 44-45 doctorate ____

		MA	Ph.D.
Required courses:	statistics/methods	X	X
	foreign language	no	no

Withdrawals or dimissals: none ____ % each year Almost no drop-outs.

C. Theoretical and Professional Orientation

Types of degrees offered: Master of Science & Master of Home Economics

Areas of FS grad courses:

Course work -- % in each area:

family theory	15%	dating & mating	0	aging/lifespan	3.5
child development	18	parenthood	3.5	other	
counseling/intervention	22	cross-cultural	3.5	Research 17%	
				Teaching mentally retarded 3.5%	

Close affiliations with other programs?:
Social work school affiliations; 3 in College of Education; Div. for the education of exceptional children, Home Ec. Ed. Program, & Division of elementary education.

Department's orientation: functional ___ instructional X research X

What % of faculty: a) presented papers at conventions last year? 55%
b) consulted in program planning or other? 60-79%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 70 % research 5 % teaching research ____ %

Counseling/intervention 20 % administration 5 %

D. Faculty in F.S. and Professional Interests

Joan Aldous: Theory Development, Parent-Child Socialization, and Occupation and the Family
Daniel F. Hobbs: The Interactive Effects of Parents and Children on One Another, Especially the Transition of Parenthood
Karl King: Family Sociology, Marriage Problems, Marriage and Family Counseling
Donald C. Murphy: Marriage Counseling
Sharon Price-Bonham: Sex Roles, Fathers, Aging
Elizabeth T. Sheerer: Client-centered Family Counseling and Behavior Problems of Children
Joyce A. Spigelmyer: Parent Education and Child Guidance
James Walters: Parent-Child Relations, Human Interaction Theory, Research Methodology

NCFR PROGRAM DESCRIPTION

University: University of Idaho

Program: School of Home Economics

Administrator's Name: Dr. Marie K. Carano

Address: Moscow, Idaho 83843

Size and Resources

Total number of graduate faculty 0 Faculty in F.S. 1 2/3

Number of students:	Total Department	F.S. Program
Masters	23 in HE Grad programs	6 +
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/5 Ph.D. program pending

Number of grads funded in F.S.: Fellowship/traineeships 0; Assistantships 1

Research assistantships:

Teaching assistantships: 2 1/4 time

Other benefits: tuition remission X; parking ; secretarial x; library privileges ; office ; $ for meetings ; office supplies ; phone x; other

Graduate course offerings: total department 3 Fam. relations 6 in CD; total FS in department 2; total FS outside

University enrollment 7138 U. of Idaho; 272 School of Home Ec. Population of city/town 1,500

B. Admission and Requirements

Admission deadlines

August 1; March 1

Admission statistics: # applied 1974-75 do not have admitted do not have

Minimum GRE/GPA: verbal ; quantitative ; total

G.P.A. 2.5 MA 3.0 Ph.D. none ; other

Tuition & fees: State resident 190 sem. nonresident 640 per sem.

Credit hours required for: masters 30 doctorate

Required courses:		MA	Ph.D.
	statistics/methods	Requirements are now being changed	
	foreign language	no	no

Withdrawals or dimissals: _____ % each year do not know

C. Theoretical and Professional Orientation

Types of degrees offered: M.S.; M.A.T; Ph.D. - pending

Areas of FS grad courses:
Child Development and Family Relationships

Course work -- % in each area:

family theory	_____	dating & mating	_____	aging/lifespan	5%
child development	75%	parenthood	10%	other	5%
counseling/intervention	_____	cross-cultural	5%		

Close affiliations with other programs?:
With other family programs; Psychology or sociology depts; Social work with Sociology and Anthropology; College of Education

Department's orientation: functional ___ instructional X research ___

What % of faculty: a) presented papers at conventions last year? 20%
b) consulted in program planning or other? 20-39%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching X % research _____ % teaching research _____ %

Counseling/intervention _____ % administration _____ %

D. Faculty in F.S. and Professional Interests

Dr. Gladys Bellinger, Ph.D. Family Relations; Child Development

Dr. Rowen Jones, Ph.D. Early Childhood Education

NCFR PROGRAM DESCRIPTION

University: Kansas State University

Program: Family and Child Development

Administrator's Name: Marjorie Stith, Ph.D.

Address: 205 Justin Hall, Manhattan, Kansas 66506

Size and Resources

Total number of graduate faculty 15 Faculty in F.S. 12

Number of students:	Total Department	F.S. Program
Masters	60	60
Doctoral	5	2
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/6 Ph.D. 1/1

Number of grads funded in F.S.: Fellowship/traineeships ___ Assistantships 17

Research assistantships: 1/2 time stipend $2970 nine months; $3960 twelve months

Teaching assistantships: 1/2 time stipend $2970 nine months; $3960 twelve months

Other benefits: tuition remission X parking X secretarial X
library privileges X office X $ for meetings ___
office supplies ___ phone X other ___

Graduate course offerings: total department 24 total FS in department 14 total FS outside 4

University enrollment 16,000 Population of city/town 33,000

B. Admission and Requirements

Admission deadlines Spring--November 15
Summer--April 1
Fall--April 15

Admission statistics: # applied 1974-75 40 admitted 30

Minimum GRE/GPA: verbal ___ quantitative ___ total ___
G.P.A. ___ none ___ other ___

Tuition & fees: State resident $266 nonresident $661

Credit hours required for: masters 30 doctorate 90

Required courses:		MA	Ph.D.
	statistics/methods	X	X
	foreign language		

Withdrawals or dimissals: 1 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: MS, Ph.D.

Areas of FS grad courses: Family Theory, Family Life Education, Family Intervention, Specialized Issues and Topics

Course work -- % in each area: Designed to fit individual student's program.

family theory		dating & mating		aging/lifespan	
child development		parenthood		other	
counseling/intervention		cross-cultural			

Close affiliations with other programs?: Sociology and Psychology Departments, College of Education

Department's orientation: functional 50% instructional 25% research 25%

What % of faculty: a) presented papers at conventions last year? 20%
b) consulted in program planning or other? 1-19%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 35 % research % teaching research %

Counseling/intervention 50 % administration % other 15 %

D. Faculty in F.S. and Professional Interests

Betsy Bergen, Ph.D. - Family Relations and Human Sexuality
Stephan Bollman, Ph.D. - Family Theory and Research Methods
Jeanette Coufal, Ph.D. - Family Life Education, Family Intervention
Albert J. Davis, Ph.D. - Parent-Child Relations and Child Development
Roy Grando, Ph.D. - Family Crisis Intervention and Family Counseling
Anthony Jurich, Ph.D. - Adolescent, Family Theory, Family Counseling
Carroll E. Kennedy, Ed.D. - Human Development and Family Life Education
Ivalee McCord, Ph.D. - Child Development and Early Childhood Education
Robert Poresky, Ph.D. - Infant and Child Development, Individual Assessment
Carol Quarton, Ph.D. - Early Childhood Education: Curriculum Development, Program Evaluation
Candyce Russell, Ph.D. - Family Interaction and Intervention
Marjorie Stith, Ph.D. - Child Development, Child Care Administration

NCFR PROGRAM DESCRIPTION

University: Kent State University

Program: Division of Individual and Family Development, School of Home Economics

Administrator's Name: Karen Arms, Division Coordinator (Dr. Irmiter, Director, Home Economics)

Address: Kent, Ohio 44321

Size and Resources

Total number of graduate faculty 1 / (2 next year) Faculty in F.S. 3 (5 next year)

Number of students:	Total Department	F.S. Program
Masters	100	19
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1 > 7 Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships ____ Assistantships ____

Research assistantships: none in this division

Teaching assistantships: 2 1/2 time Stipend for 9 mos. 2,600 1st year 2,800 2nd year

Other benefits: tuition remission partial; parking ____; secretarial ____; library privileges ____; office desk; $ for meetings ____; office supplies ____; phone x; other ____

Graduate course offerings: total department 10; total FS in department ____; total FS outside ____

University enrollment 600 majors undergrad 100 grad Population of city/town 23,000

B. Admission and Requirements

Admission deadlines: Sept. 1 undergrad.; Aug. 16, grad (fall) March 1; Feb. 21 (spring) June 1, undergrad: May 9, grad (summer)

Admission statistics: # applied 1974-75 ~~59~~ admitted 53

Minimum GRE/GPA: 2.7 verbal ____ quantitative ____ total ____ G.P.A. ____ none ____ other ____

Tuition & fees: State resident 268 un.grad 343 grad nonresident 668 under; 743 grad

Credit hours required for: masters 48 doctorate ____

Required courses:	MA	Ph.D.
statistics/methods	X	no
foreign language	no	no

Withdrawals or dimissals: _____ % each yearanswer not available

C. Theoretical and Professional Orientation

Types of degrees offered: M.A. in Home Ec., major in Individual and Family Development

Areas of FS grad courses: Family studies is not divided into separate areas

Course work -- % in each area:

family theory	6%	dating & mating	8%	aging/lifespan	15%
child development	17%	parenthood	6%	other	Rehabilitation 13%
counseling/intervention	13%	cross-cultural	13%		roles 6%
					Practicum 13+%

Close affiliations with other programs?:
Interdisciplinary council on gerentology

Department's orientation: functional X (experience oriented) instructional _____ research _____

What % of faculty: a) presented papers at conventions last year? 20%
b) consulted in program planning or other? 80-100%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching _____ % research _____ % teaching research _____ %
Counseling/intervention X % administration X % child development centers

D. Faculty in F.S. and Professional Interests

Dorothy Fruit: Infancy, Family and Aging
Lynda Fowler: Child Development, Child Development Center, Rehabilitation, Parent Education
Karen Arms: Changing Roles, Field experiences, general.

NCFR PROGRAM DESCRIPTION

University: University of Manitoba

Program: Department of Family Studies

Administrator's Name: E.L. Jackson, Head

Address: Winnipeg, Manitoba

Size and Resources

Total number of graduate faculty 6 teach/ at least one course Faculty in F.S. 8 + technical assistants

Number of students:	Total Department	F.S. Program
Masters	0	10 full time, 8 part tim
Doctoral	0	~~0~~
Post-doctoral	0	~~0~~

Faculty-grad student ratio (approx.): MA 1/4 Ph.D. NA

Number of grads funded in F.S.: Fellowship/traineeships now 1/ 3 in summer; 4 in fall

Assistantships 8 varying

Research assistantships: uncertain due to budget information delayed, but at least 2 1/4 time - 2 terms

Teaching assistantships: Same

Other benefits: tuition remission _____ parking _____ secretarial _____
library privileges _____ office _____ $ for meetings _____
office supplies _____ phone _____ other none _____

Graduate course offerings: total department _____ total FS in department 10 total FS outside _____

University enrollment 450 in undergrad ~~40 in grad~~ Population of city/town 500,000

B. Admission and Requirements

Admission deadlines
June 1 ; Do not generally have admissions except those enterint in Sept.

Admission statistics: # applied 1974-75 15 admitted 6 full time ~~3~~ part time

Minimum GRE/GPA: verbal _____ quantitative _____ total _____
G.P.A. 2.5 on a 4 point scale none _____ other _____

Tuition & fees: State resident _____ nonresident _____
undergrad = $425 per year; premasters = $425/yr., Masters $375 per year

Credit hours required for: masters 18/term doctorate _____

Required courses:		MA	Ph.D.
	statistics/methods	Yes	Yes
	foreign language	no	no

Withdrawals or dimissals: _____ % each year none so far

C. Theoretical and Professional Orientation

Types of degrees offered: Ms.c thesis

Areas of FS grad courses:
Human Development, Family Interaction, Family Economics and Management

Course work -- % in each area:

family theory _____ dating & mating _____ aging/lifespan _____

child development _____ parenthood _____ other _____

counseling/intervention _____ cross-cultural _____

Close affiliations with other programs?:

Department's orientation: functional ___ instructional _____ research _____

What % of faculty: a) presented papers at conventions last year? 40% _____

b) consulted in program planning or other ? 60-79%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 20 % research 10 % teaching research _____ %

Counseling/intervention 70 % administration _____ %

D. Faculty in F.S. and Professional Interests

Dr. L. Brockman - Cognitive Development
Dr. D. Berg - Self-concept, Adolescence
Dr. J. Bond - Aging
Dr. N. Hack - Family-Eco ?
Dr. L. Jackson - Infants and Toddlers
Prof. R. Berry - Consumer Economics
Prof. D. Mallin - Family Housing - Policy facoers

NCFR PROGRAM DESCRIPTION

University: Michigan State University

Program: Family Ecology - doctoral program

Administrator's Name: Dr. Linda Nelson

Address: College of Human Ecology, MSU, East Lansing, MI 48824

Size and Resources (3 in FE, but other from College of Human Ecology)

Total number of graduate faculty _____ Faculty in F.S. FCS dept. + FE Dept.

Number of students:	Total Department	F.S. Program
Masters	_____	_____
Doctoral	33	33
Post-doctoral	_____	_____

Faculty-grad student ratio (approx.): MA Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships _____
Assistantships _____

Research assistantships: 8-1/4 time 9 mos. stipend 1600-2250
4-1/2 time 9 mos. stipend 3200-4500

Teaching assistantships: 8-1/4 time 9 mos stipment 1600-2250
7-1/2 time 9 mos stipment
out of state

Other benefits: tuition remission X parking _____ secretarial _____
library privileges _____ office shared $ for meetings _____
office supplies _____ phone X other _____

Graduate course offerings: total department _____ total FS in department _____ total FS outside _____

University enrollment _____ Population of city/town _____

Admission and Requirements

Admission deadlines Fall 2/1 Winter 9/15
Spring 12/1 Summer 2/1

Admission statistics: # applied 1974-75 25 admitted 20

Minimum GRE/GPA: verbal _____ quantitative _____ total 1.00
G.P.A. 3.0 none _____ other _____

Tuition & fees: State resident @161 credit nonresident @ 161 credit

Credit hours required for: masters 45 w/thesis 51 without doctorate no requirements

		MA	Ph.D.
Required courses:	statistics/methods foreign language	with thesis	

Withdrawals or dimissals: 5 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: MA Family Economics and Management
Ph.D. in Family Ecology

Areas of FS grad courses:

Course work -- % in each area:

family theory _____	dating & mating _____	aging/lifespan _____
child development _____	parenthood _____	other _____
counseling/intervention _____	cross-cultural _____	

Close affiliations with other programs?:

Family programs; psychology or sociology departments

Department's orientation: functional ___ instructional _x_ research _____

What % of faculty: a) presented papers at conventions last year? 10%
b) consulted in program planning or other? ~~20-39%~~

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching _____ % research _____ % teaching research _____ %

Counseling/intervention _____ % administration _____ %

D. Faculty in F.S. and Professional Interests

NCFR PROGRAM DESCRIPTION

University: University of Minnesota

Program: Family Social Science

Administrator's Name: Richard N. Hey, Ph.D.

Address: 218 North Hall, University of Minnesota, St. Paul, Minnesota 55108

Size and Resources

Total number of graduate faculty 9 Faculty in F.S. 9

Number of students:	Total Department	F.S. Program
Masters	11	11
Doctoral	37	37
Post-doctoral	1	1

Faculty-grad student ratio (approx.): MA 1-1 or 2 Ph.D. 1-3 or 4

Number of grads funded in F.S.: Fellowship/traineeships 3
Assistantships 22

Research assistantships: 11

Teaching assistantships: 10

Other benefits: tuition remission X parking ____ secretarial ____
library privileges ____ office X $ for meetings ____
office supplies ____ phone X other ____

Graduate course offerings: total department 40 total FS in department 40 total FS outside 20

University enrollment 45,000 Population of city/town 1,000,000

B. Admission and Requirements

Admission deadlines March 1

Admission statistics: # applied 1974-75 90 admitted 10

Minimum GRE/GPA: verbal ____ quantitative ____ total ____
G.P.A. 2.8 none ____ other ____

Tuition & fees: State resident $477 per quarter nonresident $923 per quarter

Credit hours required for: masters 45 doctorate variable

Required courses:	MA	Ph.D.
statistics/methods	X	X
foreign language		

Withdrawals or dimissals: 1 % each year

C. Theoretical and Porfessional Orientation

Types of degrees offered: MS, MA, Ph.D.

Areas of FS grad courses: Marriage and Family Counseling, Theory and Research, Sociology, Anthropology, Psychology, Education, Home Economics

Course work -- % in each area:

family theory	15	dating & mating	7	aging/lifespan	5
child development	0	parenthood	5	other	38
counseling/intervention	25	cross-cultural	5		

Close affiliations with other programs?: Psychology and sociology departments, medical school

Department's orientation: functional X instructional X research X

What % of faculty: a) presented papers at conventions last year? 100
b) consulted in program planning or other? 100

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 5 % research ___ % teaching research 50 %

Counseling/intervention 75 % administration ___ % (Most like the teaching/counseling/research role)

D. Faculty in F.S. and Professional Interests

Paula Berry - Counselor Training and Public Policy
Allan Briskin - Counselor Training and Developmental Psychology
Richard Fowler - Chemically Dependence Counseling
Geraldine Gage - Consumer Affairs, Family Finance
Sheila Henry - Social Stratification, Social Policy
Richard Hey - Family Life Education, Counselor Training
Gerhard Neubeck - Counselor Training, Human Sexual Behaviors
David Olson - Research and Theory, Counselor Training
Paul Rosenblatt - Social Psychology, Cross-Cultural Perspectives, Research and Methodology

NCFR PROGRAM DESCRIPTION

University: University of Minnesota

Program: Minnesota Family Study Center. This is a research program in family studies. It is an education activity affiliated with the Sociology Department. Family Sociology courses are taught by Family Study Center faculty.

Administrator's Name: Robert K. Leik, Ph.D.

Address: 1014 Social Sciences Building, Minneapolis, Minnesota 55455

Size and Resources

Total number of graduate faculty _____ Faculty in F.S. _ ___

Number of students:	Total Department	F.S. Program
Masters	_____	_____
Doctoral	_____	_____
Post-doctoral	_____	_____

Faculty-grad student ratio (approx.): MA Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships _____
Assistantships _____

Research assistantships:

Teaching assistantships:

Other benefits: tuition remission ____ parking _____ secretarial _ ___
library privileges _____ office _____ $ for meetings ____
office supplies ____ phone _____ other ____

Graduate course offerings: total department _____ total FS in department _____ total FS outside _____

University enrollment ___ _ Population of city/town _ ___

B. Admission and Requirements

Admission deadlines

Admission statistics: # applied 1974-75 _____ admitted __ _

Minimum GRE/GPA: verbal _____ quantitative ____ total _____
G.P.A. ____ none _____ other _____

Tuition & fees: State resident _ nonresident _____

Credit hours required for: masters ____ doctorate _____

MA Ph.D.

Required courses: statistics/methods
foreign language

Withdrawals or dimissals: % each year

C. Theoretical and Professional Orientation

Types of degrees offered:

Areas of FS grad courses:

Course work -- % in each area:

family theory ____ dating & mating ____ aging/lifespan ____

child development ____ parenthood ____ other ____

counseling/intervention ____ cross-cultural ____

Close affiliations with other programs?:

Department's orientation: functional ___ instructional ____ research ____

What % of faculty: a) presented papers at conventions last year? ____
b) consulted in program planning or other? ____

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching ____ % research ____ % teaching research ____ %

Counseling/intervention ____ % administration ____ %

D. Faculty in F.S. and Professional Interests

Reuben Hill, Ph.D. - Sociology of the Family, Population Studies, Research Methods
Robert Leik, Ph.D. - Mathematical Models, Family, Social Psychology
Ira Reiss, Ph.D. - Sociology of the Family, Theory Construction, Deviant Behavior
Irving Tallman, Ph.D. - Political Sociology, Small Group Research, Family
Steven McLaughlin, Ph.D. - Family, Sex Roles, Statistics, Demography

NCFR PROGRAM DESCRIPTION

University: University of Nebraska - Lincoln

Program: Human Development and the Family

Administrator's Name: John C. Woodward

Address: Lincoln, Nebraska

Size and Resources

Total number of graduate faculty 8 Faculty in F.S. 8?

Number of students:	Total Department	F.S. Program
Masters	46	
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships 2
Assistantships 8

Research assistantships: 4 1/2 time Stipend 3775 9 mos.

Teaching assistantships: 4 1/2 time stipend 9 mos. 3575

Other benefits: tuition remission ____ parking x secretarial x
library privileges ____ office x $ for meetings ____
office supplies ____ phone x other ____

Graduate course offerings: total department ____ total FS in department ____ total FS outside ____

University enrollment 21,000 Population of city/town 184,000

B. Admission and Requirements

Admission deadlines: July 15; Dec. 15; May 15

Admission statistics: # applied 1974-75 35 admitted 35

Minimum GRE/GPA: verbal ____ quantitative ____ total ____
G.P.A. ____ none ____ other ____

Tuition & fees: State resident 321.50 nonresident 775.25

Credit hours required for: masters 30 thesis/36 nonthesis doctorate ____ No

Required courses:	MA	Ph.D.
statistics/methods	Yes	yes
foreign language	no	no

Withdrawals or dimissals: less than 10 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: MSc in HDF

Areas of FS grad courses:

Course work -- % in each area: can't estimate

family theory	_____	dating & mating	_____	aging/lifespan	_____
child development	_____	parenthood	_____	other	_____
counseling/intervention	_____	cross-cultural	_____		

Close affiliations with other programs?:

Psychology or sociology depts.

Department's orientation: functional X instructional _____ research _____

What % of faculty: a) presented papers at conventions last year? 20%

b) consulted in program planning or other? 1-19%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 75 % research _____ % teaching research 10 %

Counseling/intervention 5 % administration 10 %

D. Faculty in F.S. and Professional Interests

John C. Woodward
Ruby Gingles
Jacquelyn Voss

NCFR PROGRAM DESCRIPTION

University: University of North Carolina at Greensboro

Program: Department of Child Development and Family Relations/School of Home Economics

Administrator's Name: J. Allen Watson

Address: Greensboro, NC 27412

Size and Resources

Total number of graduate faculty 8 Faculty in F.S. 4

Number of students:	Total Department	F.S. Program
Masters	37	15
Doctoral	42	21
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/7 Ph.D. 1/5

Number of grads funded in F.S.: Fellowship/traineeships 3

Assistantships 9 in fs/25 in combined CDFR area

Research assistantships: 4 1/2 time

Teaching assistantships: 5 1/2 time

Other benefits:

tuition remission	x	parking	x	secretarial	x
library privileges		office	x	$ for meetings	
office supplies	x	phone	x	other	

Graduate course offerings: total department 34 total FS in department 14 total FS outside 3

University enrollment circa 9,000 Population of city/town 180,000

B. Admission and Requirements

Admission deadlines June 18; November 11

Admission statistics: # applied 1974-75 132 admitted 21

Minimum GRE/GPA: verbal ____ quantitative ____ total 1000 MA

G.P.A. ____ none ____ other ____

Tuition & fees: State resident $96 nonresident $684 Plus $56 fees

Credit hours required for: masters 30 doctorate 60

Required courses:	MA	Ph.D.
statistics/methods		
foreign language	Yes both	yes

Withdrawals or dimissals: 25-30% % each year

C. Theoretical and Professional Orientation

Types of degrees offered: Ph.D; MS; MSHE; M.Ed.

Areas of FS grad courses:
Parent-child relations; family relations; family life education; family enrichment; research and theory.

Course work -- % in each area:

family theory	12%	dating & mating	5%	aging/lifespan	6%
child development	12%	parenthood	12%	other research & Stat.	20%
counseling/intervention	%%	cross-cultural	5%	Teaching	5%
				Marital processes	18%
				Total	100%

Close affiliations with other programs?:

family programs; psychology or sociology depts; medical school; social work school; School of Education.

Department's orientation: functional ___ instructional x research x

What % of faculty: a) presented papers at conventions last year? 80 - 100%
b) consulted in program planning or other? 60-79%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 20 % research 5 % teaching research 30 %

Counseling/intervention 10 % administration 5 %

combined teaching, research counseling 30%

D. Faculty in F.S. and Professional Interests

Dr. Rebecca Smith - Family Life Education; Family Enrichment Research, Family Relationships, Human Develop. & Family Theory

Dr. Dennis Orthner - Marital interaction, Human Development & Family Theory, Leisure, Social Change, Demography, Family Research

Dr. James Watson - Theories, Research Methodology and Design, Systems Theory and Applications, Family Research.

Dr. Hyman Rodman - Minority Families, Policy Development, Family Theory, Family Research, Parent-Child Interaction.

NCFR PROGRAM DESCRIPTION

University: North Dakota State University

Program: Department of Child Development and Family Relations

Administrator's Name: Dr. George Rowe, Chairman

Address: Fargo, ND 58102

Size and Resources

Total number of graduate faculty 0 Faculty in F.S. 3

Number of students:	Total Department	F.S. Program
Masters	8	5
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1-4 Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships 0

Assistantships 1

Research assistantships:

Teaching assistantships:

2 1/2 time $2,370

Other benefits: tuition remission ____ parking ____ secretarial x

library privileges ____ office x $ for meetings ____

office supplies x phone x other ____

Graduate course offerings: total department 12 total FS in department 9 total FS outside 6

University enrollment 6,500 Population of city/town 1000,000

B. **Admission and Requirements**

Admission deadlines

Aug 1; Feb. 1; Nov. 1; May 1

Admission statistics: # applied 1974-75 12 admitted 6

Minimum GRE/GPA: verbal ____ quantitative ____ total ____

G.P.A. 2.5 none ____ other ____

Tuition & fees: State resident ____ nonresident ____

Credit hours required for: masters ____ doctorate ____

Required courses:		MA	Ph.D.
	statistics/methods	X	
	foreign language		X

Withdrawals or dimissals: 10 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: Masters and doctoral

Areas of FS grad courses:

Crises, Family & Society, Parent-Child Rel., Marriage, Sexuality

Course work -- % in each area:

family theory	5%	dating & mating	10%	aging/lifespan	20%
child development	40%	parenthood	10%	other	
counseling/intervention		cross-cultural	15%		

Close affiliations with other programs?:

Counseling and Guidance

Department's orientation: functional X instructional ____ research ____

What % of faculty: a) presented papers at conventions last year? 20%

b) consulted in program planning or other? ~~80-100%~~

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching X % research ____ % teaching research ____ %

Counseling/intervention ____ % administration ____ %

D. Faculty in F.S. and Professional Interests

Harriett Light - Parent-Child Relations, Adolescence, Family Legislation, Maternal Anxiety

Jean Pederson - Gerontology, Family Crises, Marriage relations, Courtship

George P. Rowe - Middle-age, marriage enrichment, adolescence, community services

NCFR PROGRAM DESCRIPTION

University: The Ohio State University - School of Home Economics

Program: Family and Child Development (July 1 - Dept. Family Relations and Human Development)

Administrator's Name: Claribel Taylor (Ph.D.)

Address: 1787 Neil Ave., Columbus, OH 43210

Size and Resources

1 - 40%, 12 mos.
3-12 mos.

Total number of graduate faculty 1-9 mos. Faculty in F.S. _____

Number of students:	Total Department	F.S. Program
Masters	52	_____
Doctoral	18	_____
Post-doctoral	0	_____

Faculty-grad student ratio (approx.): MA 1-greater than 7; Ph.D. 1-7

Number of grads funded in F.S.: Fellowship/traineeships 0

Assistantships 14 (8 with funded projcts)

Research assistantships: 1 1/2 time $3,700 9 mos. 12 mos. $3600

Teaching assistantships: 4 1/2 time $2,700 9 mos. $3600 12 mos.

Other benefits:

tuition remission	X	parking	_____	secretarial	X
library privileges	X	office	X	$ for meetings	_____
office supplies	X	phone	X	other	_____

Graduate course offerings: total department 14; total FS in department 6; total FS outside 8

University enrollment 9,000 Population of city/town 576,000

B. Admission and Requirements

Admission deadlines: Sept. 1: March 1; December 1; June 1

Admission statistics: # applied 1974-75 20 admitted all

Minimum GRE/GPA: verbal 500 quantitative 500 total _____

G.P.A. _____ none _____ other _____

Do not require cut-off, but generally must be 500 verbal and same Quant.

Tuition & fees: State resident $320 nonresident $670

Credit hours required for: masters A-45 B-50 doctorate 90 beyond Masters

Required courses:		MA	Ph.D.
	statistics/methods	X	X
	foreign language	no	

Withdrawals or dimissals: under 1 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.Sc. and Ph.D.

Areas of FS grad courses: Family Development, (Early,Middle, Later Years)
Parenting, Individual Studies

Course work -- % in each area:

family theory	5%	dating & mating	5%	aging/lifespan	40%
child development	30%	parenthood	10%	other	
counseling/intervention	5%	cross-cultural			

Close affiliations with other programs?:
With psychology or Sociology departments; Medical school affiliations, Dept. of Pediatrics Nismger Center for Mental Retardation; Education - Early & Middle Childhood Ed.

Department's orientation: functional ___ instructional X research ___

What % of faculty: a) presented papers at conventions last year? 20%
b) consulted in program planning or other? 40-59%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 60 % research 10 % teaching research ___ %

Counseling/intervention ___ % administration 30 %

D. Faculty in F.S. and Professional Interests

Claribel Taylor - Family Development, Family Life Education, Aging

Kent Hamdorf - (Ex. Spec.) Communication, Value Clarification; Parent-Adolescent Rels.

George Etheridge - Parenting, Families with children with Developmental Disabilities
Family Systems

One vacant position in Family to be filled.

NCFR PROGRAM DESCRIPTION

University: Pennsylvania State University

Program: Human Development and Family Studies

Administrator's Name: Donald L. Peters

Address: University Park, PA 16802

Size and Resources

Total number of graduate faculty _____ Faculty in F.S. 7

Number of students:	Total Department	F.S. Program
Masters	51	14
Doctoral	49	11
Post-doctoral	none	

Faculty-grad student ratio (approx.): MA 1/4 Ph.D. 1/4

Number of grads funded in F.S.: Fellowship/traineeships 2

Assistantships 21

Research assistantships:
3 1/4 time; Stipend per 9 mos $1,800
5 1/2 time; Stipend $3000 9 mos.

Teaching assistantships:
6 1/4 time Stipend per 9 mos. $1800
7 1/2 time Stipend per 9 mos. $3000

Other benefits: tuition remission X parking _____ secretarial _____
library privileges _____ office X $ for meetings _____
office supplies _____ phone _____ other _____

Graduate course offerings: total department _____ total FS in department _____ total FS outside _____

University enrollment 30,000 Population of city/town 30,000

B. Admission and Requirements

Admission deadlines
Feb. 15; only

Admission statistics: # applied 1974-75 400 admitted 30

Minimum GRE/GPA: verbal _____ quantitative _____ total _____
G.P.A. 3.00 MA; Ph.D. none _____ other _____

Tuition & fees: State resident _____ nonresident _____

Credit hours required for: masters 30 doctorate none specified

Required courses:		MA	Ph.D.
	statistics/methods	~~Yes~~	~~yes~~
	foreign language	no	no

Withdrawals or dimissals: _____ % each year

C. Theoretical and Professional Orientation

Types of degrees offered:
Ph.D., M.S., M.Ed. D.Ed.

Areas of FS grad courses: Premarital, marital, parent-child relationships; Family theory, Family Economics & Management.

Course work -- % in each area:

family theory	10	dating & mating	15	aging/lifespan	15
child development	10	parenthood	5%	other	Alternate life styles ~~methodology~~
~~counseling~~/intervention	10	cross-cultural	5		

Close affiliations with other programs?:

Psychology or sociology departments

Department's orientation: functional ___ instructional _____ research ___x___

What % of faculty: a) presented papers at conventions last year? 80%
b) consulted in program planning or other ? ~~40-59%~~

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 20 % research _____ % teaching research 70 %
Counseling/intervention 10 % administration _____ %

D. Faculty in F.S. and Professional Interests

Dr. Robert Burgess, Family Interaction, Child Abuse
Dr. Stella Goldberg, Family Life and Sex Education
Dr. Colien Heferan, Family Economics, Economic Conditions and Family Life
Dr. Ted Huston, Development of Interpersonal and Family Relations, Courtship, Family Socialization Practices
Dr. Robert Lewis, Family Interaction throughout the Life-Cycle, Premarital Dyadic Formation, Aging Family
Dr. Marjorie Knoll, Family Economics and Home Management
Dr. Graham Spanier, Marital Adjustment, Family Measurement, Sexual Socialization

NCFR PROGRAM DESCRIPTION

University: Purdue University

Program: Child Development and Family Life

Administrator's Name: D. W. Felker

Address: West Lafayette, IN 47907

Size and Resources

Total number of graduate faculty 11 Faculty in F.S. 5

Number of students:	Total Department	F.S. Program
Masters	45	17
Doctoral	17	10
Post-doctoral	0	0

Faculty-grad student ratio (approx.): MA 1-5 Ph.D. 1-2

Number of grads funded in F.S.: Fellowship/traineeships 1

Assistantships 33

Research assistantships: 13 1/4 time $1600 9 mos.
4 1/2 time 3,200 12 mos.

Teaching assistantships: 12 1/4 time $1,600 12 mos.
4 1/2 time $3,200 9 mos.

Other benefits: tuition remission X parking ____ secretarial ____
library privileges ____ office x $ for meetings X
office supplies ____ phone (~~locally~~ x) other ____

Graduate course offerings: total department 21 total FS in department 14 total FS outside 9

University enrollment 27,000 Population of city/town 22,000 with metropolitan area population of 65,000

B. Admission and Requirements

Admission deadlines March 15; Oct. 15; Feb. 15

Admission statistics: # applied 1974-75 140 admitted 50 to program ~~50 Graduate~~

Minimum GRE/GPA: verbal 500 quantitative 500 total 1000
G.P.A. B or above none ____ other ____

Tuition & fees: State resident 375 sem. nonresident 850 per sem.

Credit hours required for: masters 36 doctorate 90
33 including thesis

Required courses:		MA	Ph.D.
	statistics/methods	yes	yes
	foreign language	no	no

Withdrawals or dimissals: less than 1% % each year

C. Theoretical and Professional Orientation

Types of degrees offered: Ms; Ph.D.

Areas of FS grad courses:
Family life education; marriage counseling; family life; parent education; Child Development.

Course work -- % in each area:

family theory	5%	dating & mating	5%	aging/lifespan	
child development	30%	parenthood	10%	other	20%
counseling/intervention	30%	cross-cultural			

Close affiliations with other programs?:

Sociology and Psychology Depts.

Department's orientation: functional X instructional research X

What % of faculty: a) presented papers at conventions last year? 60%
b) consulted in program planning or other? 40-59%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 20% research % teaching research 50 %

Counseling/intervention 30 % administration %

D. Faculty in F.S. and Professional Interests

G. W. Denton, Marriage Counseling
C. R. Figley, Family Studies
F. G. Kerckhoff, Parent Education
R. K. Kerckhoff, Family Life Education
C. Riker, Family Relationships and Affect
W. J. Taylor, Ecology of Human Systems
D. Sprenkle, Marriage Counseling

NCFR PROGRAM DESCRIPTION

University: St. Paul University

Program: Pastoral Care of the Family

Administrator's name: (Co-ordinators) Mrs. Claudette Socque, M.A., Ph.D. pending
Fr. Adrian Visscher, D.Ps.

Address: 223 Main Street, Ottawa K1S 1C4, Canada

Size and Resources

Total number of graduate faculty 9 Faculty in F.S. 4

Number of students:	Total Department	F.S. Program
Masters	127	40
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/2 Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships -
Assistantships -

Research assistantships: -

Teaching assistantships: -

Other benefits: tuition remission ____ parking ____ secretarial ____
library privileges ____ office ____ $ for meetings ____
office supplies ____ phone ____ other ____

Graduate course offerings: total department 11 total FS in department 8 total FS outside -

University enrollment 550 Population of city/town 600,000 (greater Ottawa)

B. Admission and Requirements

Admission deadlines

-

Admission statistics: # applied 1974-75 155 admitted 40 with part-time 140 grad school

Minimum GRE/GPA: verbal ____ quantitative ____ total ____
G.P.A. ____ none ____ other ____

Tuition & fees: State resident $300 nonresident $300

Credit hours required for: masters 35 doctorate ____

Required courses:		MA	Ph.D.
	statistics/methods	Yes	Yes
	foreign language	no	no

Withdrawals or dimissals: 5 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: Master in Pastoral Studies (Family Studies)

Areas of FS grad courses:
Marriage counseling

Course work -- % in each area:

family theory	18%	dating & mating		aging/lifespan	
child development		parenthood	11%	other	Theology 11%
counseling/intervention	60%	cross-cultural			

Close affiliations with other programs?:
Psychology and Sociology Departments

Department's orientation: functional X instructional _____ research _____

What % of faculty: a) presented papers at conventions last year? _____
b) consulted in program planning or other? _____

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching _____ % research _____ % teaching research _____ %

Counseling/intervention X % administration _____ %
circled but no answer

D. Faculty in F.S. and Professional Interests

Fr. Auguste Luneau - Theology
Fr. Gordon Irving - Sociology
Mrs. Katie Denyer - Family Life Education
Fr. Francis Morrisey - Law
Fr. Adrian Visscher - Psychology, Counseling, Theology
Mr. Matt Stollman - Social Work
Fr. Yvon St-Arnaud - Psychology, Counseling
Mrs. Merle Stern - Psychology, Social Work

NCFR PROGRAM DESCRIPTION

University: Texas Tech University

Program: Master of Science: Family Studies

Administrator's Name: Carl M. Andersen, Ph.D.

Address: Lubbock, TX 79409

Size and Resources

Total number of graduate faculty 11 Faculty in F.S. 8

Number of students:	Total Department	F.S. Program
Masters	75	65
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/5 Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships 6
Assistantships 22

Research assistantships:
4 - 14 time Stipend $1,600 9 mos; 2 1/2 time, Stipend 9 mos. $3,200

Teaching assistantships:
10 1/4 time, Stipend per 9 mos. $1,600; 2 1/2 time, Stipend per 9 mos. $3,200

Other benefits: tuition remission 1/2 time; parking X; secretarial X;
library privileges; office X; $ for meetings;
office supplies; phone X; other

Graduate course offerings: total department 16; total FS in department 12; total FS outside 6

University enrollment 22,000 Population of city/town 200,000

B. Admission and Requirements

Admission deadlines Fall 2 weeks before registration

Admission statistics: # applied 1974-75 60 admitted 25/40 grad school

Minimum GRE/GPA: verbal; quantitative; total
G.P.A. none other

Floating scale, balanced with GOA last 60 hrs. undergrad work.

Tuition & fees: State resident $50 min. nonresident $40 per hr. per semester

Credit hours required for: masters 36 doctorate

Required courses:	MA	Ph.D.
statistics/methods	X	X
foreign language	No	No

Withdrawals or dimissals: 20 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: M.S. (Ph.D. as of 1/1/76

Areas of FS grad courses: Developmental, Interactional, Counseling

Course work -- % in each area:

family theory	10%	dating & mating	____	aging/lifespan	20%
child development	10%	parenthood	____	other	____
counseling/intervention	20%	cross-cultural	10%		

Close affiliations with other programs?:
Psychology or Sociology Depts.; Medical School affiliations

Department's orientation: functional ___ instructional X research X

What % of faculty: a) presented papers at conventions last year? 38%
b) consulted in program planning or other? 20-39%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching 25 % research ____ % teaching research ____ %
Counseling/intervention 75 % administration ____ %

D. Faculty in F.S. and Professional Interests

Carl Andersen, Ph.D. Sexuality, History of Family, Family migration
Nancy Bell, Ph.D., Research Methods, Socioal-Psychology
Stanley Fowler, Ph.D., Contemporary Family, Parenting
June Henton, Ph.D., Family Theory, Research Methods, Interpersonal skill
James Jenkins, Ph.D., Marriage & Family Counseling
Robert Larson, Ph.D., Family Theory, Family leadership, Parenting
Donald Longworth, Ph.D., Family Sociology
Jan Harrell, Ph.D., Research Methods, Interpersonal Skills
Robert Pinder, Ph.D., Marriage and Family Counseling
Carl Ridley, Ph.D., Family Theory, Research Methods
Ron Russell, Ph.D., Gerontology, Interpersonal Skills

NCFR PROGRAM DESCRIPTION

University: Utah State University

Program: Dept. Family and Child Development

Administrator's Name: Jay D. Schvaneveldt

Address: Logan, UT 84322

Size and Resources

Total number of graduate faculty 9 Faculty in F.S. 4 1/2

Number of students:	Total Department	F.S. Program
Masters	21	9
Doctoral		
Post-doctoral		

Faculty-grad student ratio (approx.): MA 1/4 Ph.D.

Number of grads funded in F.S.: Fellowship/traineeships none

Assistantships 3

Research assistantships:

Teaching assistantships:
2 1/4 time Stipend per 9 mos. $1,400
5 1/4 time Stipend per 9 mos. $2,800

Other benefits: tuition remission X parking ____ secretarial X
library privileges ____ office X $ for meetings ____
office supplies ____ phone X other ____

Graduate course offerings: total department 13 total FS in department 12 total FS outside 6

University enrollment 9,000 Population of city/town 25,000

B. Admission and Requirements

Admission deadlines
Sept. 19th; March 25th; Jan. 3rd; June 16th

Admission statistics: # applied 1974-75 40 admitted 13 15 Grad

Minimum GRE/GPA: verbal ____ quantitative ____ total ____
G.P.A. ____ none ____ other ____

Tuition & fees: State resident $151.00 nonresident $336.00

Credit hours required for: masters 45 qt. doctorate ____

		MA	Ph.D.
Required courses:	statistics/methods	x	x
	foreign language	no	no

Withdrawals or dimissals: 5 % each year

C. Theoretical and Professional Orientation

Types of degrees offered: B.S., B.A., M.S.

Areas of FS grad courses: Adolescence, Roles, Marriage & Family Counseling, Theory, Current Research

Course work -- % in each area:

family theory	5%	dating & mating	5%	aging/lifespan	10%
child development	40%	parenthood	10%	other	15%
counseling/intervention	15%	cross-cultural			

Close affiliations with other programs?:
Yes with family programs; Yes, with psychology or sociology depts.

Department's orientation: functional ___ instructional 1/2 research 1/2

What % of faculty: a) presented papers at conventions last year? 60%
b) consulted in program planning or other ? 40-59%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching	30 %	research	5 %	teaching research	20 %
Counseling/intervention	25 %	administration	%		

D. Faculty in F.S. and Professional Interests

Dr. Jay D. Schvaneveldt
Dr. J. Craig Peery
Dr. C. Jay Skidmore
Dr. Glen Jenson
Dr. Ramona Marotz (new faculty member in fall of 1975)

NCFR PROGRAM DESCRIPTION

University: University of Wisconsin - Madison

Program: Child & Family Studies Program area, School Family Resources and Consumer Sciences

Administrator's Name: Dr. Jane Allyn Piliavin

Address: Home Economics Building, 1290 Linden Drive, Madison, WI 55706

Size and Resources

Total number of graduate faculty 10 Faculty in F.S.3 ____

Number of students:	Total Department	F.S. Program
Masters	24	3
Doctoral	30	8
Post-doctoral	0	0

Faculty-grad student ratio (approx.): MA 1/5 Ph.D. 1/5

Number of grads funded in F.S.: Fellowship/traineeships 1

Assistantships 5

Research assistantships:

Teaching assistantships:
0 1/4 time; 25 1/2 time - Stipend per 9 mos, $3,400

Other benefits: tuition remission X parking ____ secretarial X

library privileges ____ office X $ for meetings X

office supplies X phone X other Medical ____

Graduate course offerings: total department 15 total FS in department 10 total FS outside innumerable

University enrollment 1000 Population of city/town 200,000

B. Admission and Requirements

Admission deadlines

Jan. 15; Aug, 15; Jan. 15

Admission statistics: # applied 1974-75 50 admitted 20 + 20 grad

Minimum GRE/GPA: verbal ____ quantitative ____ total 1,000 M.A.

G.P.A. 3.0 MA ~~3.0~~ Ph.D none ____ other 1,100 Ph.D.

These are not rigid

Tuition & fees: State resident ____ nonresident ____

Credit hours required for: masters 30 doctorate 24 + M.S.

Required courses:		MA	Ph.D.
	statistics/methods	Yes	Yes
	foreign language	no	no

Withdrawals or dimissals: 10 % each year

C. Theoretical and Professional Orientation

Types of degrees offered:
M.S.; Ph.D.

Areas of FS grad courses:
FLE, Theory, Social Behavior, Socialization

Course work -- % in each area:

family theory	10	dating & mating	0	aging/lifespan	20
child development	30	parenthood	10	other	
counseling/intervention	10	cross-cultural	20		

Close affiliations with other programs?:
Family programs, psychology or sociology department; law school medical school, social work Several other

Department's orientation: functional ___ instructional X research X

What % of faculty: a) presented papers at conventions last year? 80%
b) consulted in program planning or other? 60-79%

Which of the major professional emphases is most descriptive of the professional roles students assume upon completion of the program?

Teaching ____ % research ____ % teaching research 90 %
Counseling/intervention 10 % administration ____ %

D. Faculty in F.S. and Professional Interests

David Burke - Early Childhood education policy, program organization & administration & environmental design and the young child
David Drake - Child development; linguistic-cultural differences in the U.S. and implications for education; bilingualism and bilingual education
Frank H. Hooper - Models and theories of human development; logical reasoning across the life span; environmental influences on conceptual development; developmental research design and methodology.
Joseph T. Lawton - Early childhood development; cognitive development; Concept learning in early and middle childhood; use of advance organizers in facilitating children's learning
William H. Marshall - Family theory; family socialization process; family life education
Diane E. Papalia - Introduction to life-span human development; aging; College teaching practicum; cognitive processes across life-span; moral development; socialization of women.
Jane A. Piliavin - Sex differences and sex roles: development and adult determinants; research methods; development of attitudes and social behavior.
Larry Wilder - Language and cognition, language and learning, verbal control of children's behavior

(continued)

Thomas D. Yawkey - Play techniques and theories in child development; curriculum development; models for early education; creative and intellectual experience in child development and early education programs; interrelationships of play and structuring of physical environments; effects of curriculum models on cognitive development of young children.

Pauline Boss - Marriage and family relationships; prevention and therapy; family life and sex education; family theory; family systems interaction with implications for health and pathology; psychological father absence

Joan Ershler - Early childhood education; early intervention programs for high risk children.

Virginia Newman - Child development, supervision of student teachers - practicum seminar.

Mary Stedman - Supervising student teachers--practicum seminar; Teacher effectiveness; supervision techniques; observation methods.

STUDENT QUESTIONNAIRE: PROSPECTS AND LIMITATIONS

Purpose

As noted in our introduction, we have become increasingly aware of the need of students for more information regarding graduate programs in family studies. Catalogs and course descriptions in themselves will tell you little about the morale of a program or the quality of faculty-student interaction. Even while visiting a department for an interview, you may not think to ask many of the questions which will only become important to you, once you've begun graduate training. How much work space, for instance, is provided for research assistants, or how many assignments appear to be mere "busy work?"

To help us anticipate the many issues that make the graduate school experience a good one or not, we spent many hours in conversations with students at all stages of professional progress--entering candidates straight out of high school up through veterans of qualifying exams and dissertation defenses. Our aim was to design questions on what you "ought" to know as well as the things you're sure you "want" to know.

We've tried to include student opinions on questions you might also be afraid to ask on an interview. How willing are faculty members to socialize with students informally; to loan their books; to accept feedback about their own performances? Do department members actively attend professional meetings and help finance student participation? How competitive or cooperative is the classroom situation? How regularly do graduate students keep in touch with each other? Many of these questions are related to the overall morale of a department -- something one can't always assess at first glance.

Finally, there are the important bread and butter issues. What is the fellowship situation like and how are the chances of successful placement in the job market after completion? We asked students to tell us about the availability of reasonably-priced housing; childcare; transportation. If you're married you may also want to check on the availability of work for a nonstudent spouse. Our hope, is that the date on the particular schools you're considering will stimulate you to ask the questions once more of individuals in the program.

The Questionnaire Approach

When considering a new program you will hopefully have access to a wide variety of opinions and advice. In the past editions of Student Perspectives we have relied more heavily on a few descriptions written by students already pursuing degrees in the programs. This approach helped capture the flavor of the issues reported on at each school.

The current edition of Student Perspectives has tried to systematize the the kind of information available on each school through a structured questionnaire. Although there is a richness of detail lost in the process, we felt it would

make comparisons across schools more reliable. Because we were also dealing with quantifiable data we hoped that future editions would be in a better position to assess changes in programs, and more confidently generalize about students in graduate Family Studies Programs.

Sampling Student Perspectives

Whose opinions did we solicit, and how many people responded? We began by identifying all of the programs in the United States and Canada which offered masters or doctoral degrees in departments with the word "Family" in the title. As we noted in the introduction, it is very important to realize that there are many additional programs in which you can pursue your interest in family studies. Most departments of sociology or anthropology include majors in the family area as do many clinical psychology programs. Schools of social work and home economics are also likely places. Since we did not receive replies from all of the Universities contacted, we have included our original mailing list so that you can contact these schools directly.

Likewise, student enrollment varies considerably in these various programs. We could not be sure about the numbers of people holding majors or minors in the family area. We sent an average of twenty questionnaires to students whom we had contacted through membership in the National Council on Family Relations. Through their cooperation, the questionnaire was distributed and returned to us for analysis. A total of nearly 1,000 forms were sent out to 50 different schools.

We received replies from thirty-seven programs and close to 300 students. The numbers and proportions of individuals replying from each school varied considerably. For this reason, you should compare the raw data presented in the appendix to the responses on the administrator's questionnaire concerning the number of students in the family studies program. This should help you to assess the representativeness of the information obtained from the students at the particular school you are interested in. You might also pay particular attention to the results on Section C of the questionnaire which provides you with some background information on the students who chose to reply. Our data suggests, for instance, that students differed in the nature of the criticisms they made depending on the length of time they had been in the program. Younger students, for example, voiced more concern over faculty aloofness. Older students more commonly reported problems relating to research resources of funding for meetings.

Results of Student Survey for Specific Schools

Because of the wide variations in numbers of respondents, and our concern with giving you an accurate picture, we chose to report our findings on each school in terms of raw frequencies, rather than with percentages. The data noted in the appendix summarize the numbers of individuals answering each question in the denominator and the frequency in each response category in the numerator. We felt that percentages might be misleading in some cases, so we are reporting to you in this fashion.

We will reiterate the importance of your asking many of these questions again when you interview at the school of your choice. Although we have tried to present up-to-date information from representative sources, the economy is having a dramatic effect on many programs. We recommend that you use these findings as a preliminary diagnostic--a tool for anticipating possible problem areas that you ought to find out more about.

Student Perspectives in General

As a way of helping you to compare the results of the specific schools which you are interested in, we will briefly summarize here some of the generalizations we can make on student attitudes across all programs. Again, it is important to bear in mind that we are talking about a wide variety of departments with varying goals and perspectives.

Morale

Most of the Family Studies students who replied to our questionnaire appeared to be satisfied with the morale in their departments. Only 20% felt that most of the graduate students were dissatisfied, while about 70% fell in the basically satisfied condition. What sort of things served to heighten or lower students' morale? To answer this question we divided our respondents into two groups, relatively high and low in morale and looked at the answers to several other items on our questionnaire.

Students who reported a department low in morale were also more likely to complain about the quality of student-faculty interaction; lack of encouragement to attend professional meetings; inadequate work space; poor library holdings; discouraging job prospects; low financial assistance; limited field work opportunities; assistantships requiring a lot of "busywork." The majority of our female respondents fell into the low morale category while the males fell in the high morale category. Sex proved to be a more important variable in this regard than length of graduate study; grade point average; or type of program. In investigating prospective departments, you might bear these particular issues in mind.

Table 1. Morale of Department by Sex (Item #12)

	Male	Female
	50	75
High Morale	62.5%	41.9%
	19.3%	29.0
Low Morale	30	104
	37.5%	58.1%
	11.6%	40.2%

Chi Square = 8.59002 with 1 d.f. Significance + .0034

It is encouraging to note that most of the students who replied tended to describe their programs favorably. Since our questionnaire provided ample opportunity to criticize programs, we suspect that this was probably reflecting a general attitude and not a selective response set in our particular sample. Most of the students reported that they had good student-faculty interaction both in and outside of class. They felt that their departments had an interdisciplinary approach.

In general, students were encouraged to participate in professional activities but few reported having adequate financial resources for attending meetings. Work space was also less of an issue than we anticipated. Most students had desk space and access to journals and library materials which they felt were adequate. Relations with other students was more often reported to be cooperative and noncompetitive, all signs of a positive educational experience.

Job prospects were somewhat less hopeful. Doctoral candidates were generally anticipating higher chances of successful job placements after graduation than were master's candidates. On the average, both groups fell into the moderately hopeful categories.

Financial assistance varied considerably from one program to another. Although most programs reported that students could anticipate an average of four to six semesters of support, few anticipated receiving assistance throughout their entire training. Since the time of our original survey, cutbacks have become increasingly severe, and unpredictable. This area in particular may be an important issue for you to look into when considering new programs.

We asked quite a few questions concerning available community resources for spouses and children. The situation in this area is not all encouraging. Although student housing was available to most students, employment for spouses was more difficult to come by. The majority of the respondents suggested that jobs, while they were available, were quite competitive. Babysitters seemed easier to come by than mass transit transportation. If you're trying to anticipate a budget you should look into both of these areas as we found a wide range of answers on these items.

Assistantships

One important issue which you should be sure to investigate, is the availability of funds for research and teaching assistantships. Not only are these positions important sources of financial support, but they can also potentially provide stimulating and rewarding educational experiences. The funds for these positions come from both the university and from faculty research grants. For this reason, it is important for you to find out the extent to which these opportunities will be made available to students in a program.

We were also interested in learning the extent to which assistantships provided meaningful learning experiences to students. Our respondents were roughly divided between research and teaching assistants. Among both groups,

the majority reported the experience as a positive one. About one-third reported that all of their responsibilities were valuable to them; another 50% found it of moderate value; the remaining quarter found it weighted towards "busywork" with little redeeming educational value. In response to item number 32, close to 80% of our respondents indicated that their assistantship provided a stimulating learning experience for them.

Students also seemed to be fairly satisfied with the types of feedback that was provided to them in the performance of their work. The majority reported that they had some sort of organized supervision which provided them with adequate evaluations. Most in turn also had the opportunity to provide suggestions to their supervisors concerning their own performances. It would appear from our data that research and teaching assistantships are generally a positive learning experience for most graduate students. You may want to check into the availability of such opportunities and talk with students in the program concerning the role such positions are felt to play in graduate training.

Backgrounds of our Respondents

As we have indicated, the programs offering degrees in Family Studies vary tremendously in goals and orientations. One thing they share in common are high standards of admission. If the Graduate Record scores of our respondents are any indication, it would appear that a score of 500 or above is generally advisable on both the verbal and math sections of the exam. Only one-quarter fell below that level on the verbal and a third on the quantitative.

Our sample was about equally divided between students in programs leading to a Masters or a Ph.D. Nearly half had been in their program for a year and the remainder had been working on their degrees for nearly three years. Three-quarters of our respondents were still in their 20's and twice as many were married as were single. We heard from a much larger percentage of females--more than double the number of males, which may reflect the general sex composition of the area. We urge you to bear these statistics in mind while reviewing schools of interest.

Summary

Family Studies is a diverse area, culling students and faculty from a wide variety of fields. In turn, job opportunities in the area range from the academic to the applied with many new and exciting areas being developed daily.

In choosing the graduate program which you feel will be best for you, we hope you will attend to both the "bread and butter issues" and the more philosophical questions. In assessing the quality and desirability of a program, you will need to know about economic resources, theoretical orientations, morale; community facilities; and national standing. We hope we have provided you with some preliminary information and some ideas on the important questions you should be looking into.

We close by reiterating the importance of your gleaning up-to-date information at the time of your application. Come prepared for your interviews with lists of questions. Ask to be introduced to graduate students already in the program and ask their advice on issues you are concerned about. Remember that many schools will be assigning assistantships before you arrive on campus. You should arrange to meet faculty members who share your interests while you are visiting, in hopes of lining up an exciting assistantship for your first year. Don't be afraid to ask questions! Not only do people expect it--but it communicates your own seriousness and commitment to finding the right program for yourself.

We hope you've found our survey helpful. Please remember that participation in professional organizations while students can be an important experience. Keep in touch with the National Council on Family Relations--its meetings and publications and you'll have a better idea of what's happening in your field.

Charles R. Figley
Barbara Francis
Student and Young Professional
Representatives, 1973-75

Appendix A

NCFR PROGRAM DESCRIPTION QUESTIONNAIRE

Percentage Responses for Entire Sample

Form B: Student Form

The purpose of this questionnaire is to develop a body of information useful to individuals who are considering graduate programs in the family studies area, such as Marriage and Family Counseling, Family Life and Family Life Education. The following questions have been designed to accurately describe the student's personal, candid, evaluation of his/her graduate program in family studies. Use the answer sheet to record your responses to the first part of the questionnaire. (Also please note the name of the school on the Answer Sheet.) If you have any questions see your campus NCFR Student Representative or call *Dr. Charles R. Figley, CDFL, Purdue University, 317-494-1351.*

SECTION A (Percentages are indicated by each rating)

		N
1.	How would you rate the quality of the student-faculty interaction (i.e., general working relations) in your department? 03 a. poor 08 b. fair 15 c. average 40 d. good 34 e. excellent	262
2.	In your view how much time does the average faculty member devote to student-faculty interaction (other than in the classroom)? 08 a. initiates no outside class interaction at all 07 b. initiates almost none 33 c. initiates a little sporadically d. initiates quite a lot e. initiates regular and frequent interaction	260
3.	To what degree do the faculty members that you study with espouse a multi-disciplinary approach to education (as shown in teaching and research approaches)? 39 20 01 a. no commitment 09 b. little commitment 35 c. some commitment 42 d. strong commitment e. complete commitment 13	262
4.	In your opinion what is the academic affiliation of the largest percentage of the faculty? 38 a. Psychology or Education 17 b. Sociology 37 c. Anthropology d. Home Economics 07 e. other (please specify on back of questionnaire)	256
5.	To what degree have you been encouraged to attend professional conventions by some individual faculty person or by the faculty at large? 14 a. discouraged b. no encouragement 40 c. moderately encouraged 44 d. strongly encouraged	261
6.	Does your program help organize student attendance at conventions? 54 a. yes 45 b. no	256
7.	How much money is, on the average, available for each student for a given academic year for professional travel? 58 a. none 10 b. less than $50 05 c. $50-$100 04 d. over $100 24 e. can't estimate	255
8.	Is a greater effort made to finance a student's trip to a convention if he/she is presenting a paper? 58 a. yes 42 b. no	210
9.	Work space at a university is very important. How many graduate students are given space which includes a desk for their own use? 08 a. none 10 b. a few 25 c. some T.A.'s and R.A.'s 37 d. all T.A.'s and R.A.'s 21 e. all graduate students	253
10.	How would you rank the professional library in the area of family studies at your university? 09 a. poor 17 b. fair 29 c. average 31 d. good 14 e. excellent	259
11.	What is the general quality and usefulness of the journal collection in family studies at your university? 06 a. poor 12 b. fair 27 c. average 38 d. good 17 e. excellent	259
12.	How would you describe the general morale of graduate students in your department? 04 a. poor, very dissatisfied 15 b. fair, basically unsatisfied 33 c. average, some gripes, some satisfied d. good, most basically satisfied e. excellent, highly enthusiastic and satisfied	261
13.	How would you rate the general "competitiveness" of your fellow students? 34 14 41 a. cooperative and non-competitive 29 b. slightly competitive 25 c. competitive 5 d. very competitive	261

(over, please)

Form B--Page Two

N

14. What do you feel are your chances of successful placement in the job market upon completion of a master's program (e.g., in the specific job you are trained for)? 247
05 17 32
a. poor, no chance at all b. fair, a little chance c. average, moderately hopeful d. good, very hopeful e. excellent, fairly sure about opportunities

15. What do you feel are your chances of successful placement in the job market upon completion of a doctoral program? 226
28 18
02 08 21 39
a. poor, no chance at all b. fair, some chance c. average, moderately hopeful d. good, very hopeful e. excellent, fairly sure about opportunities

16. What percentage of graduate students who have fellowships or assistantships are generally expected to get teaching experience of some type prior to graduation? 226
29
07 35 12 26 20
a. none b. it's up to the individual student c. about half d. most e. all

17. How would you rate your department's clinical or counseling facilities? 142
25 13 18 30 15
a. poor b. fair c. average d. good e. excellent f. none available/ or can't judge (if none skip to Question #19)

18. To what degree are the clinical or counseling experiences which are available to graduate students primarily restricted to interactions with a university populace? (Staff, faculty, students and their families) 133
07 27 49
a. totally university people b. mainly university people c. mixture of university and non-university d. mainly non-university e. totally non-university

19. What is the maximum number of terms or semesters you can expect to get financial assistance from your department? 204
10 08
21 23 18 20 18
a. 1-2 b. 3-4 c. 5-6 d. 7-8 e. 9 or more

20. On the average, how much course work is taken outside of family studies during the completion of course work (include research, methods, statistics, etc.)? 259
02 43
a. none, all courses inside family studies b. some, a few courses outside family studies c. quite a few courses--about half inside family, half outside family studies 36 d. more than half outside family studies 14 e. nearly all outside family studies 05

21. How available to you are applied professional training experiences outside the university? 232
27 20
a. readily available with many students participating b. readily available, but few students participate c. not readily available; students are frustrated in their attempts to gain such experience 37 d. not readily available; student interests lie elsewhere 08 e. other--please specify on reverse side of answer sheet 08

22. To your knowledge, what is the availability of reasonably-priced student housing? 241
37 30
a. good availability of housing for both single and married students b. adequate availability for married/unmarried students because of university/college provision c. good availability for single students only 07 d. any housing is difficult to find 21 e. other--please specify on reverse side of answer sheet 05

23. What is the availability of work for a non-student spouse? 235
11 40 38
a. very poor, a lost cause b. fair, but very limited c. average, opportunities, but competitive d. good, quite a few opportunities e. excellent, wide range of positions

24. What is the availability of reasonably-priced, good child care? How about child care centers? 213
09 01
08 29
a. very poor, high costs or scarce sitters b. fair, medium costs or a few reliable sources of sitters c. average, costs ok and reliable sitters 27 d. good, costs reasonable e. excellent, low costs and abundant sitters 05
32

25. Generally how available is mass transit transportation (bus, train, air)? 252
18 16 31
a. poor, generally unavailable b. fair, sporadically available c. average, available if you want to make the effort d. good, usually available e. excellent, conveniently and reliably available
22 13

26. How many of your fellow graduate students do you interact with frequently? 262
03 52 26 18 02
a. none at all b. a few of them c. about half of them 175 d. most of them e. all of them

Form B--Page Three

N

27. What degree of access do you have to books and journals which belong to faculty members?
a. none whatsoever, no sharing 01 b. fair, limited sharing 13 c. average--moderate reciprocity 16 d. good--much sharing of material 39 e. excellent--wide and enthusiastic sharing 31 260

SECTION B (Percentages are indicated by each rating)

The following is to be completed only by those graduate students who are presently receiving financial support through assistantships. Go to Section C if this is not applicable.

29. Indicate the type of assistantship you are presently receiving.
a. research 39 b. teaching 50 c. other (please specify on back of answer sheet) 11 137

30. How much of your assistantship time is spent performing "busywork" or tasks that have little redeemable educational value?
a. none, all work is valuable to me 28 b. a little, some of the work isn't valuable to me 46 c. about half and half 19 d. most of it is not valuable 06 e. all of it is not valuable 01 134

31. Does your assistantship demand more work hours than you contracted for?
a. yes, a great deal more 13 b. yes, a slight bit more 31 c. probably about what expected 28 d. no, a slight bit less 19 e. no, a great deal less 09 134

32. Indicate the degree to which your assistantship duties provide stimulating and/or pertinent learning experiences for you.
a. extremely stimulating 35 b. moderately stimulating 44 c. occasionally stimulating 13 d. rarely stimulating 07 e. never stimulating 02 134

33. What type of feedback do you receive regarding your assistantship performance?
a. no feedback at all 12 b. a little informal feedback 64 c. pass/fail credit 03 d. formally graded evaluation 05 e. highly detailed feedback from supervisor 17 133

34. Do you receive formal or informal help or instruction in your assistantship tasks?
a. very strictly supervised or assisted 02 b. moderately supervised or assisted 47 c. sporadically advised or assisted 29 d. hardly ever advised or assisted 19 e. never advised or assisted 03 133

35. How often do you wish you had this type of feedback?
a. very frequently 13 b. somewhat frequently 29 c. amount of feedback ok 46 d. rather infrequently 09 e. very infrequently 04 132

36. Does the opportunity exist for you as an assistant to provide your supervisor with feedback regarding his/her performance?
a. no feedback at all 19 b. a little informal feedback 27 c. feedback neither encouraged nor discouraged 16 d. sporadic feedback encouraged 27 e. highly detailed feedback encouraged regularly 11 132

SECTION C (Percentages are indicated by each rating)

37. If required to take Graduate Record Examinations, what was your score on the verbal section? (leave blank if not taken)
a. below 400 03 b. 400-500 20 c. 501-600 36 d. 601-700 33 e. above 700 09 149

38. If required to take Graduate Record Examinations, what was your score on the quantitative section? (leave blank if not taken)
a. below 400 04 b. 400-500 27 c. 501-600 37 d. 601-700 23 e. above 700 09 147

39. I am presently working on a:
a. M.S. 48 b. M.A. 15 c. M.Ed. 01 d. Ed.D. 01 e. Ph.D. 35 254

40. Approximately how long have you been in graduate school working on your present degree?
a. one semester (one-two quarters) 07 b. two semesters (three quarters) 36 c. three semesters (four-five quarters) 16 d. four-five semesters (six-seven quarters) 24 e. six or more semesters (eight or more quarters) 18 261

(over, please)

N

41. How long have you been in a family program working on your present degree?

07 38 15 256

a. one semester (one-two quarters) b. two semesters (three quarters) c. three semesters (four-five quarters) d. four-five semesters (six-seven quarters) e. six or more semesters (eight or more quarters)

26 15

42. What is your age?

11 22 22 26 19 259

a. 22 or fewer years b. 23-24 c. 25-27 d. 28-33 e. 34 or more years

43. What sex are you?

31 69 260

a. male b. female

44. What is your marital status?

35 59 06 260

a. single b. married c. divorced or separated d. widowed

45. What was your undergraduate major?

53 03 17 25 259

a. social sciences b. natural sciences c. humanities or liberal arts d. other

46. Did you have previous work experience (full-time employment other than summer jobs) before beginning graduate study?

73 26 258

a. yes b. no

47. What was your undergraduate grade point average (on 4.0 scale)?

00 03 17 40 40 255

a. below 2.0 b. 2.0-2.4 c. 2.5-2.9 d. 3.0-3.4 e. 3.5-4.0

APPENDIX B

RAW DATA RESULTS OF FORM B (STUDENT FORM), NCFR PROGRAM DESCRIPTION QUESTIONNAIRE

The purpose of this questionnaire was to develop a body of information useful to individuals who are considering graduate programs in the family studies area, such as Marriage and Family Counseling, Family Life and Family Life Education. The following questions have been designed to accurately describe the student's personal candid evaluation of his/her graduate program in family studies. No attempt is made to report the results in summary form, each reader may draw his own conclusion regarding the relative advantages and disadvantages of each program based on student opinions.

KEY: Responses are found to the right of each question and alternative answer (usually a through e). Each of the students' answers in each University are listed by row. The numerator of the fraction represents the number of students who chose that particular response and the denominator represents the total number of respondents who answered the question. Thus, "3/6" means that half of the students from a particular family studies program selected a particular alternative answer, compared to other alternatives.

Appendix C

1. How would you rate the quality of the student-faculty interaction (i.e., general working relations) in your department?
   a. poor b. fair c. average d. good e. excellent

2. In your view how much time does the average faculty member devote to student-faculty interaction (other than in the classroom)?
   a. initiates no outside class interaction at all b. initiates almost none c. initiates a little sporadically d. initiates quite a lot e. initiates regular and frequent interaction.

3. To what degree do the faculty members that you study with espouse a multi-disciplinary approach to education (as shown in teaching and research approaches)?
   a. no commitment b. little commitment c. some commitment d. strong commitment e. complete commitment.

4. In your opinion what is the academic affiliation of the largest percentage of the faculty?
   a. Psychology or Education b. Sociology c. Anthropology d. Home Economics e. other (please specify on back of questionnaire)

5. To what degree have you been encouraged to attend professional conventions by some individual faculty person or by the faculty at large?
   a. discouraged b. no encouragement c. moderately encouraged d. strongly encouraged

6. Does your program help organize student attendance at conventions?
   a. yes b. no

7. How much money is, on the average, available for each student for a given academic year for professional travel?
   a. none b. less than $50 c. $50-$100 d. over $100 e. can't estimate

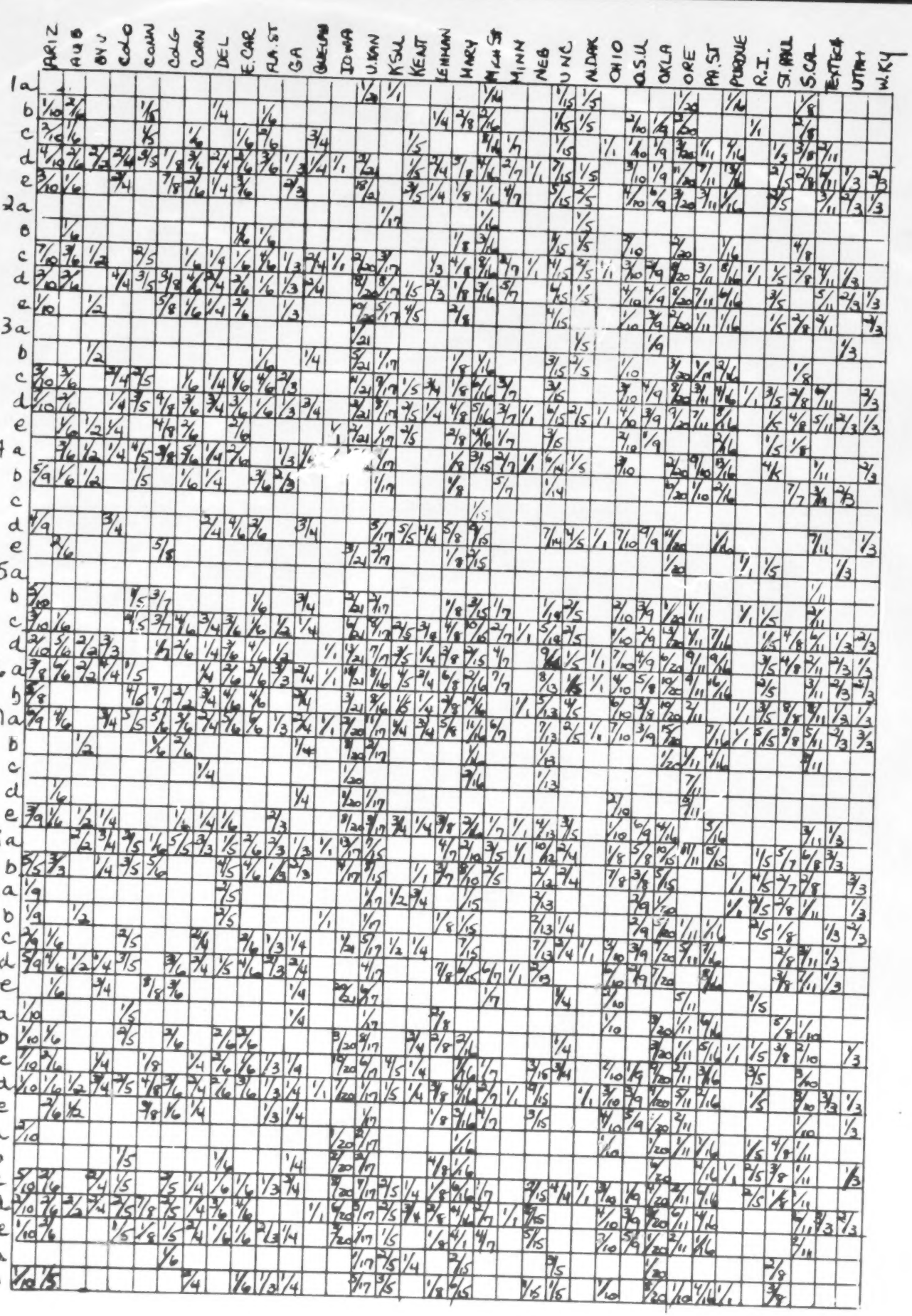
8. Is a greater effort made to finance a student's trip to a convention if he/she is presenting a paper?
   a. yes b. no

9. Work space at a university is very important. How many graduate students are given space which includes a desk for their own use?
   a. none b. a few c. some T.A.'s and R.A.'s d. all T.A.'s and R.A.'s e. all graduate students

10. How would you rank the professional library in the area of family studies at your university?
    a. poor b. fair c. average d. good e. excellent

11. What is the general quality and usefulness of the journal collection in family studies at your university?
    a. poor b. fair c. average d. good e. excellent

12. How would you describe the general morale of graduate student in your department?
    a. poor, very dissatisfied b. fair, basically unsatisfied c. average, some gripes, some satisfied d. good, most basically satisfied e. excellent, highly enthusiastic and satisfied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KSU
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LEHIGH
MARY
MICH ST
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NEB
UNC
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OHIO
O.S.U.
OKLA
ORE
PR. ST
PURDUE
R.I.
ST. PAUL
S.CAL
TEXTECH
UTAH
W.KY
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b
c
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10a
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c
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11a
b

13. How would you rate the general "competitiveness" of your fellow students?
a. cooperative and non-competitive b. slightly competitive c. competitive
d. very competitive

14. What do you feel are your chances of successful placement in the job market upon completion of a master's program (e.g., in the specific job you are trained for)?
a. poor, no chance at all b. fair, a little chance c. average, moderately hopeful
d. good, very hopeful e. excellent, fairly sure about opportunities

15. What do you feel are your chances of successful placement in the job market upon completion of a doctoral program?
a. poor, no chance at all b. fair, some chance c. average, moderately hopeful
d. good, very hopeful e. excellent, fairly sure about opportunities

16. What percentage of graduate students who have fellowships or assistantships are generally expected to get teaching experience of some type prior to graduation?
a. none b. it's up to the individual student c. about half d. most e. all

17. How would you rate your department's clinical or counseling facilities?
a. poor b. fair c. average d. good e. excellent f. none available/or can't judge (if none skip to question #19)

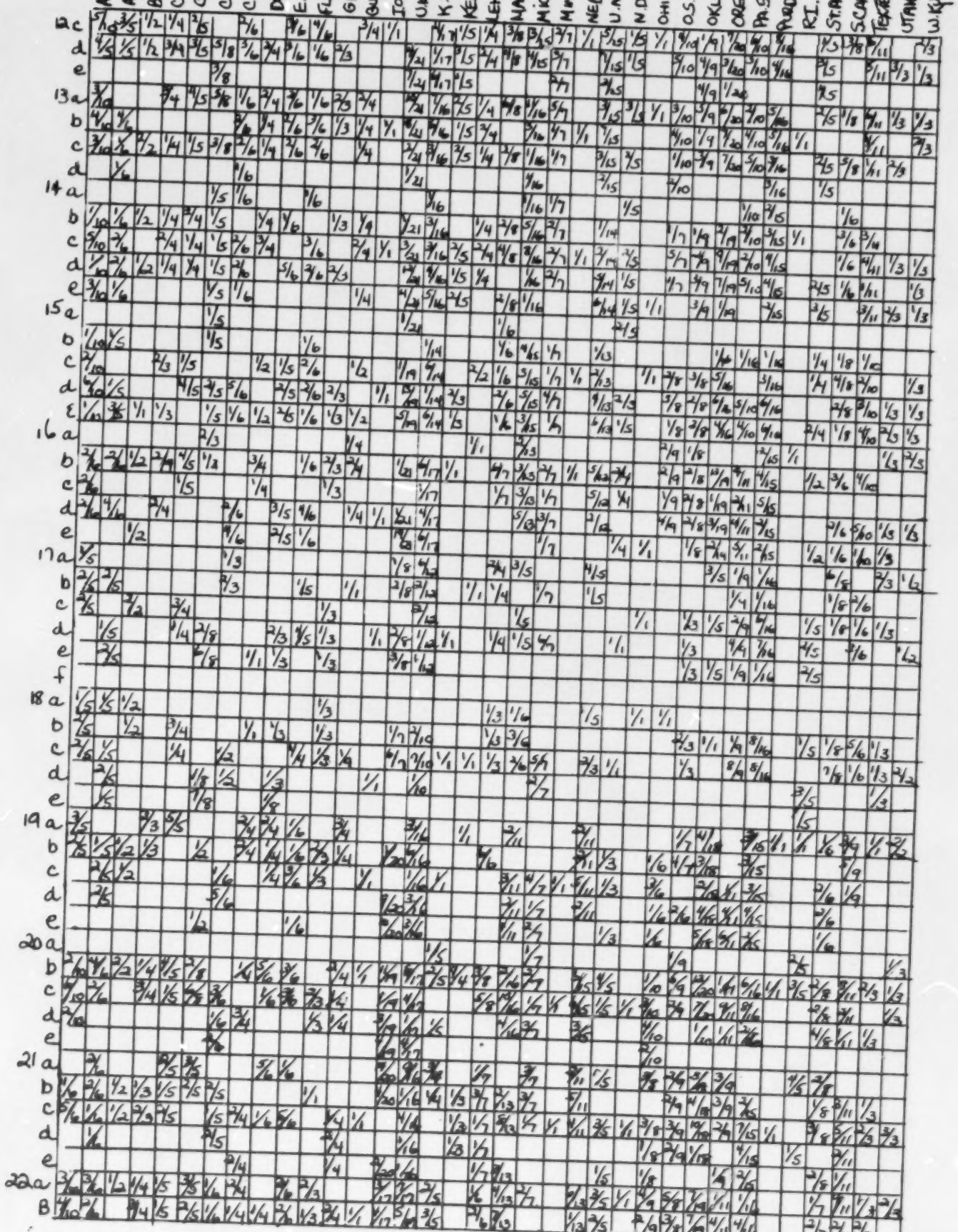
18. To what degree are the clinical or counseling experiences which are available to graduate students primarily restricted to interactions with a university populace? (Staff, faculty, students and their families)
a. totally university people b. mainly university people c. mixture of university and non-university d. mainly non-university e. totally non-university

19. What is the maximum number of terms or semesters you can expect to get financial assistance from your department?
a. 1-2 b. 3-4 c. 5-6 d. 7-8 e. 9 or more

20. On the average, how much course work is taken outside of family studies during the completion of course work (include research, methods, statistics, etc.)?
a. none, all courses inside family studies b. some, a few courses outside family studies c. quite a few courses--about half inside family, half outside family studies d. more than half outside family studies e. nearly all outside family studies

21. How available to you are applied professional training experiences outside the university?
a. readily available with many students participating b. readily available, but few students participate c. not readily available; students are frustrated in their attempts to gain such experience d. not readily available; student interests lie elsewhere e. other--please specify on reverse side of answer sheet

22. To your knowledge, what is the availability of reasonably-priced student housing?
a. good availability of housing for both single and married students b. adequate availability for married/unmarried students because of university/college provision c. good availability for single students only d. any housing is difficult to find e. other--please specify on reverse side of answer sheet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23. What is the availability of work for a non-student spouse?
a. very poor, a lost cause b. fair, but very limited c. average, opportunities but competitive d. good, quite a few opportunities e. excellent, wide range of positions

24. What is the availability of reasonably-priced, good child care? How about child care centers?
a. very poor, high costs or scarce sitters b. fair, medium costs or a few reliable sources of sitters c. average, costs ok and reliable sitters d. good, costs reasonable e. excellent, low costs and abundant sitters

25. Generally how available is mass transit transportation (bus, train, air)?
a. poor, generally unavailable b. fair, sporadically available c. average, available if you want to make the effort d. good, usually available e. excellent, conveniently and reliably available

26. How many of your fellow graduate students do you interact with frequently?
a. none at all b. a few of them c. about half of them d. most of them e. all of them

27. What degree of access do you have to books and journals which belong to faculty members?
a. none whatsoever, no sharing b. fair, limited sharing c. average--moderate reciprocity d. good--much sharing of material e. excellent--wide and enthusiastic sharing

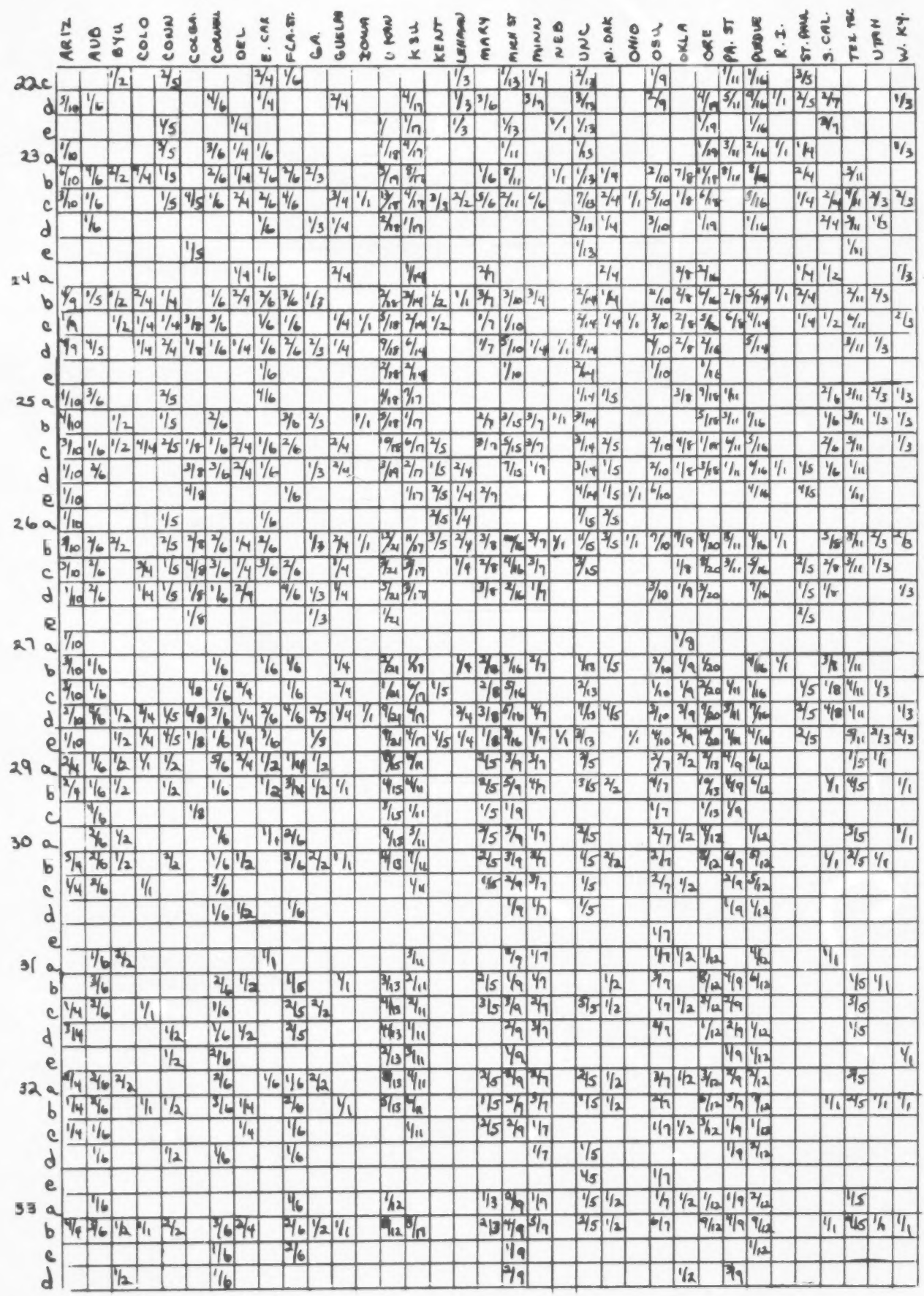
29. Indicate the type of assistantship you are presently receiving.
a. research b. teaching c. other (please specify on back of answer sheet).

30. How much of your assistantship time is spent performing "busywork" or tasks that have little redeemable educational value?
a. none, all work is valuable to me b. a little, some of the work isn't valuable to me c. about half and half d. most of it is not valuable e. all of it is not valuable

31. Does your assistantship demand more work hours than you contracted for?
a. yes, a great deal more b. yes, a slight bit more c. probably about what expected d. no, a slight bit less e. no, a great deal less

32. Indicate the degree to which your assistantship duties provide stimulating and/or pertinent learning experiences for you.
a. extremely stimulating b. moderately stimulating c. occasionally stimulating d. rarely stimulating e. never stimulating

33. What type of feedback do you receive regarding your assistantship performance?
a. no feedback at all b. a little informal feedback c. pass/fail credit d. formally graded evaluation e. highly detailed feedback from supervisor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34. Do you receive formal or informal hlep or instruction in your assistantship tasks?
a. very strictly supervised or assisted b. moderately supervised or assisted c. sporadically advised or assisted d. hardly ever advised or assisted e. never advised or assisted

35. How often do you wish you had this type of feedback?
a. very frequently b. somewhat frequently c. amount of feedback ok d. rather infrequently e. very infrequently

36. Does the opportunity exist for you as an assistant to provide your supervisor with feedback regarding his/her performance?
a. no feedback at all b. a little informal feedback c. feedback neither encouraged nor discouraged d. sporadic feedback encouraged e. highly detailed feedback encouraged regularly

37. If required to take the Graduate Record Examinations, what was your score on the verbal section? (Leave blank if not taken)
a. below 400 b. 400-500 c. 501-600 d. 601-700 e. above 700

38. If required to take Graduate Record Examinations, what was your score on the quantitative section? (Leave blank if not taken)
a. below 400 b. 400-500 c. 501-600 d. 601-700 e. above 700

39. I am presently working on a:
a. M.S. b. M.A. c. M.Ed. d. Ed.D. e. Ph.D.

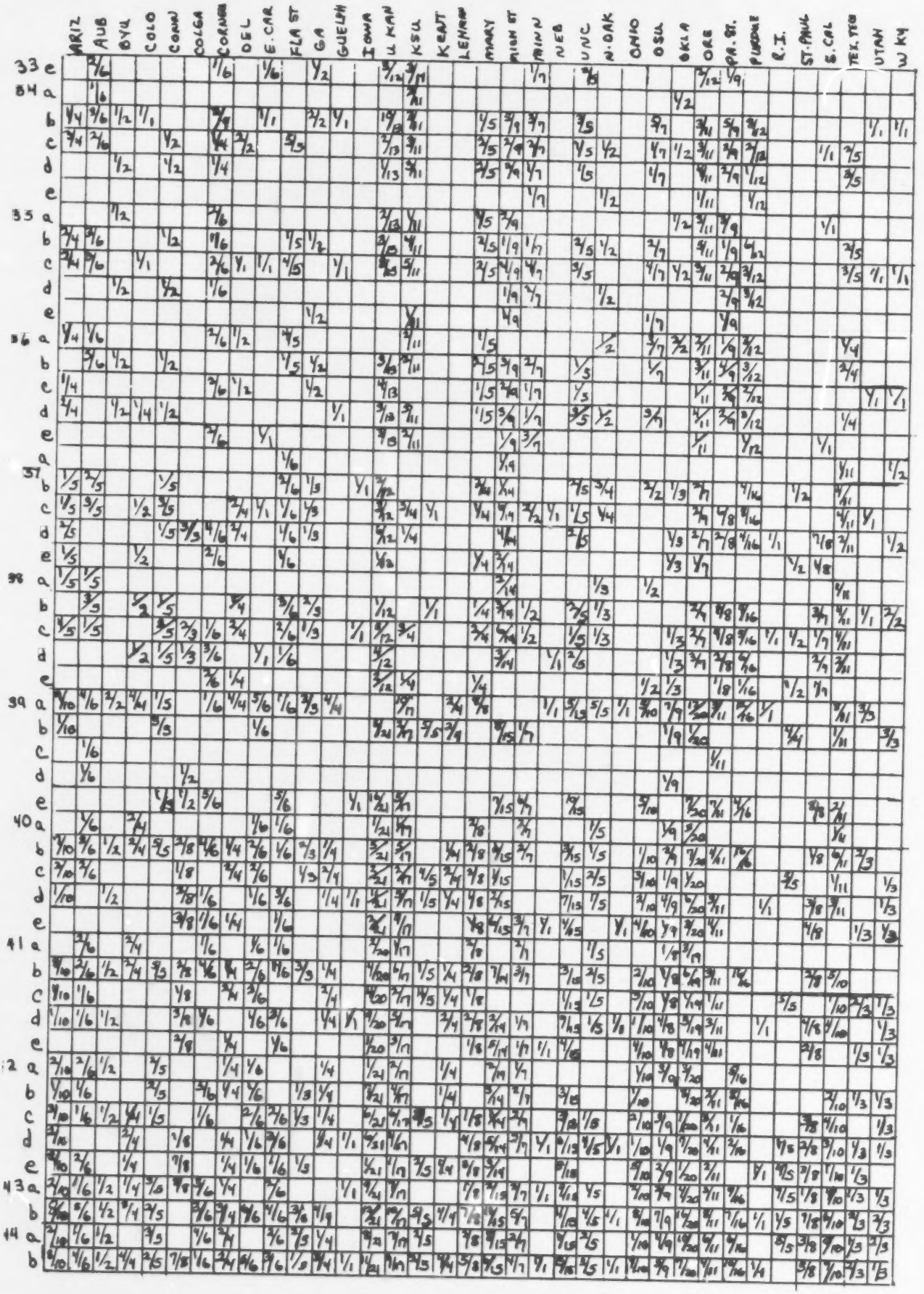
40. Approximately how long have you been in graduate school working on your present degree?
a. one semester (one-two quarters) b. two semesters (three quarters) c. three semesters (four-five quarters) d. four-five semesters (six-seven quarters) e. six or more semesters (eight or more quarters)

41. How long have you been in a family program working on your present degree?
a. one semester (one-two quarters) b. two semesters (three quarters) c. three semesters (four-five quarters) d. four-five semesters (six-seven quarters) e. six or more semesters (eight or more quarters)

42. What is your age?
a. 22 or fewer years b. 23-24 c. 25-27 d. 28-33 e. 34 or more years

43. What sex are you?
a. male b. female

44. What is your marital status?
a. single b. married c. divorced or separated d. widowed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45. What was your undergraduate major?
a. social sciences b. natural sciences c. humanities or liberal arts d. other

46. Did you have previous work experience (full-time employment other than summer jobs) before beginning graduate study?
a. yes b. no

47. What was your undergraduate grade point average (on 4.0 scale)?
a. below 2.0 b. 2.0-2.4 c. 2.5-2.9 d. 3.0-3.4 e. 3.5-4.0

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45	a	4/10	3/6		2/4	4/5	2/8	4/6	2/4	1/6	3/6	1/3	3/4	1/1	13/21	12/21	1/2	1/3	3/8	4/14	4/7		7/15	1/5		3/10	4/9	8/11	4/11	8/15		2/4	6/8	4/10	2/3	2/3
	b	4/10	4/6					4/6	1/14						2/21								4/15										1/8			
	c	4/10		1/2	2/4	1/5	4/8	1/6		1/6	1/6	1/5				4/11				4/14	4/7	1/1	3/15	2/5		3/10	2/9			3/15	1/1	2/4	1/8	3/10		1/3
	d	4/10	3/6	1/2	1/4				1/4	4/6	3/6	1/3	1/4			1/11	1/2	2/3	3/8	5/14	2/7		5/15	2/5	1/1	5/10	1/9	4/19	5/11	3/15					4/10	1/3	
46	a	5/10	3/5		3/4	3/5	8/8	4/6	4/4	3/6	4/6	2/3	3/4	1/1	14/20	9/11	3/5	1/4	3/8	13/18	4/6	1/1	12/15	5/5	1/1	9/10	4/8	13/20	8/11	4/15	1/1	5/5	4/8	18/20	2/3	2/3
	b	4/10	3/5	1/2	2/4	2/5		2/6		1/6		1/3	3/4		4/20	9/11		3/4		4/15	2/6		3/15			2/10	2/9	7/20	3/11	9/15			2/8		1/3	1/3
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	d	4/10	3/5	2/2	2/4	3/5	3/8	3/6	1/4	4/6	1/6	1/3	3/4		7/20	8/11	3/5	1/4	2/8	3/19	1/7		9/15	3/5	1/1	3/20	5/9	11/20	2/11	4/15		9/5	4/8	3/10	1/3	1/3
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NCFR STUDENT TASK FORCE ON GRADUATE PROGRAMS

March, 1975

Following are the family studies graduate programs for the 1975 survey:

CODE	DEPARTMENT AND UNIVERSITY	CONTACTS
01	University of Alberta FAMILY STUDIES DIVISION Edmonton, Alberta, Canada	Dianne K. Kieren
02	University of Arizona DEPARTMENT OF CHILD DEVELOPMENT AND FAMILY STUDIES Tucson, Arizona 85721	Victor A. Christopherson
03	Auburn University DEPARTMENT OF FAMILY AND CHILD DEVELOPMENT Auburn, Alabama 36830	John Touliatos
04	Brigham Young University DEPARTMENT OF CHILD DEVELOPMENT AND FAMILY RELATIONS Provo, Utah 84601	J. Joel Moss
05	California State University, San Diego SCHOOL OF FAMILY STUDIES San Diego, California 92115	David Fulcomer
06	University of Chicago HUMAN DEVELOPMENT AND FAMILY LIFE Chicago, Illinois 60637	Chairperson
07	Colorado State University CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS Fort Collins, Colorado 80523	D. Bruce Gardner
08	University of Connecticut DEPARTMENT OF CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS Storrs, Conneticut 06268	Robert Ryder
09	Colgate Rochester Divinity School GRAD STUDY PROGRAM IN FAMILY MINISTRIES Rochester Center for Theological Studies Rochester, New York 14620	John Charles Wynn
10	Columbia Teachers College DEPARTMENT OF HOME AND FAMILY LIFE New York, New York 10027	Hewe Varenne
11	Cornell University HUMAN DEVELOPMENT AND FAMILY STUDIES Ithaca, New York 14850	Edward Devereux

12	University of Delaware CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS Newark, Delaware 19711	Chairperson
13	East Carolina University CHILD DEVELOPMENT AND FAMILY RELATIONS Greenville, North Carolina 27834	R. W. Love
14	Florida State University HOME AND FAMILY LIFE PROGRAM IN MARRIAGE AND FAMILY LIFE Tallahassee, Florida 32306	Ruth Dales Leland Axelson
15	University of Georgia CHILD AND FAMILY DEVELOPMENT Athens, Georgia 20601	Elizabeth Sheerer
16	University of Guelph DEPARTMENT OF FAMILY STUDIES Guelph, Ontario, Canada	Kathryn E. Kopf
17	University of Idaho CHILD DEVELOPMENT AND FAMILY LIFE Moscow, Idaho 83843	M. K. Carano
18	Iowa State University FAMILY ENVIRONMENT Ames, Iowa 50010	Ruth Deacon
19	University of Kansas HUMAN DEVELOPMENT AND FAMILY LIFE Lawrence, Kansas 66044	Chairperson
20	Kansas State University FAMILY AND CHILD DEVELOPMENT Manhattan, Kansas 66502	Stephan R. Bollman
21	Kent State University INDIVIDUAL AND FAMILY DEVELOPMENT Kent, Ohio 44242	Karen Arms
22	University of Kentucky HUMAN DEVELOPMENT AND FAMILY RELATIONS Lexington, Kentucky 40506	D. C. Payne
23	Lehman College (CCNY) FAMILY AND CONSUMER STUDIES 2876 Jerome Avenue Bronx, New York 10468	Norma Newmark
24	University of Maine HEALTH AND FAMILY LIFE EDUCATION Orono, Maine 04473	Chairperson
25	University of Manitoba FAMILY STUDIES Winnipeg, Manitoba, Canada R3T 2N2	L. Jackson

26	University of Maryland FAMILY AND COMMUNITY DEVELOPMENT College Park, Maryland 20842	Ned Gaylin
27	Michigan State University FAMILY ECOLOGY FAMILY AND CHILD SCIENCES East Lansing, Michigan 48824	L. Nelson E. Earhart
28	University of Minnesota FAMILY SOCIAL SCIENCE Minneapolis, Minnesota 55455	Richard Hey
29	University of Missouri CHILD AND FAMILY DEVELOPMENT Columbia, Missouri 65201	V. L. Fisher
30	University of Nebraska HUMAN DEVELOPMENT AND THE FAMILY Lincoln, Nebraska 68508	John C. Woodward
31	Northeastern Louisiana State University DEPARTMENT OF FAMILY LIFE Monroe, Louisiana 71201	Chairperson
32	University of North Carolina--Greensboro CHILD DEVELOPMENT AND FAMILY RELATIONS Greensboro, North Carolina 27412	J. A. Watson
33	North Dakota State University CHILD DEVELOPMENT - FAMILY RELATIONS Fargo, North Dakota 58102	George Rowe
34	Ohio University CHILD DEVELOPMENT AND FAMILY LIFE Athens, Ohio 45701	Chairperson
35	Ohio State University FAMILY AND CHILD DEVELOPMENT Columbus, Ohio 43210	Claribel Taylor
36	Oklahoma State University FAMILY RELATIONS AND CHILD DEVELOPMENT Stillwater, Oklahoma 74074	M. Scruggs
37	Oregon State University FAMILY LIFE DEPARTMENT Corvallis, Oregon 97331	J. Philip O'Neill
38	Pennsylvania State University HUMAN DEVELOPMENT AND FAMILY STUDIES University Park, Pennsylvania 16802	J. H. Britton
39	Purdue University CHILD DEVELOPMENT AND FAMILY LIFE West Lafayette, Indiana 47907	D. Felker

40	University of Rhode Island CHILD DEVELOPMENT AND FAMILY LIFE Kingston, Rhode Island 02881	Chairperson
41	St. Paul University PASTORAL CARE OF THE FAMILY Institute of Pastoral Studies Ottawa, Canada K1S 1C4	A. Visscher
42	San Diego State University CHILD DEVELOPMENT AND FAMILY STUDIES San Diego, California 92115	David Fulcomer
43	Southern Illinois University CHILD AND FAMILY Carbondale, Illinois 62901	Michael Zunich
44	University of Southern California MARRIAGE AND FAMILY COUNSELING CENTER Los Angeles, California 90007	Carlfred B. Broderick
45	Syracuse University CHILD AND FAMILY STUDIES Syracuse, New York 13210	Robert S. Pickett
46	University of Tennessee CHILD DEVELOPMENT AND FAMILY RELATIONS Knoxville, Tennessee 37916	J. Kuipers
47	Texas Tech University HOME AND FAMILY LIFE Lubbock, Texas 79409	Carl M. Andersen
48	Utah State University FAMILY AND CHILD DEVELOPMENT Logan, Utah 84322	Jay D. Schvaneveldt
49	Virginia Polytechnic Institute and State University MANAGEMENT, HOUSING AND FAMILY DEVELOPMENT Blacksburg, Virginia 24061	N. Barclay
50	Western Kentucky University HOME ECONOMICS AND FAMILY LIVING Bowling Green, Kentucky 42101	W. A. Floyd
51	University of Wisconsin-Madison HOME MANAGEMENT AND FAMILY LIVING Madison, Wisconsin 53706	F. H. Hooper

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November 18, 1974

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NCFR STUDENT TASK FORCE ON GRADUATE PROGRAMS

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Opening: West coast

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*Indicates Research Coordinators